Discourses on competition and international student diversity in Higher Education: a linguistic ethnography on a Midlands based university

By

Debbie De

A Thesis Submitted to

The University of Birmingham for the Degree of DOCTOR OF PHILOSOPHY

School of Education

The University of Birmingham

December 2019

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This thesis presents a linguistic ethnography set in a MB (Midlands Based) University, England. It examines discourses of competition in relation to discourses about diversity. There is a particular interest in how diversity is discursively constructed in relation to international students. Data sources include MB University's strategy which documents its aspirations to be a 'world leading' 'global' and 'original' university attracting students from all over the world; individual interviews with staff and students from across MB University's business school; a focus group interview of students enrolled on postgraduate business programmes; and the description for a required module followed by postgraduate business students.

Using the tools of ethnographically informed discourse analysis, the study makes the following claims. First, evidence is presented which illustrates how an ideology of neoliberalism and competition dominates the written documents and can also be found within some staff and student voices. This ideology presents diversity as a commodified resource which supresses other possible diversity discourses such as social justice.

Second, data reveal how the urban city environment in which the university is situated interplays with diversity within the student population. Strategy discourse tends to present diversity in the locality and the quality of its international student migrants as a distinguishing feature of the city and university. In contrast, staff and students characterise diversity in the local and student population in relation to their

everyday lives, articulating the banality and challenges, including experiences of discrimination, of social differences in MB University.

Third, the study documents a misalignment between staff and student views in relation to pedagogy and the international student. Staff interviews about curriculum design reveal a deficit view of international student diversity. Student interviews reveal a view of its resourcefulness, based on capital gained through extensive travel. Due to differences in the value given to educational and language capital within MB University the study finds the curriculum is a site of inequality because it reinforces the value of particular forms of English language and endorses certain pedagogic approaches (e.g. group work) over others.

Dedication

For my mother

Acknowledgements

My mother, mam. My truest friend, my biggest fan and my ultimate inspiration.

My dad, a man of few words, a man of clarity. Your words have guided me at the most testing of times.

Thank you both, for everything.

Producing this thesis has not been without bumps along the way. I am unable to articulate my gratitude for the support, guidance and academic expertise provided by my supervisor, Professor Angela Creese. Your patience is admirable and your insight – enviable! Your professionalism – incomparable. Thank you – does not cut it, but it's a start.

Dr Marion Bowl, when I very much doubted myself, you were approachable, non-judgmental and pragmatic. I can't explain how much this is appreciated, especially to the 'non-traditional student.' Thank you!

My sister, Diana, thank you for your advice and support. I look forward to catching up with you and your cute people.

My friends, thank you for the laughter and grounding throughout this journey:
Terry, my sunshine; Jules, my tonic and Chantal, the restorer of peace!

Chris, you have been there for me throughout this process, despite the distance. A true friend and source of support. I will always be grateful.

Gagan, your passion, faith and energy. You have brought me joy along the way. Thank you.

Brought together through Saturday research methodology sessions (for part-timers!), my friends and phd support group: Siân Lawrence and David Wright. Thank you. I couldn't have got through this without you ☺

My motivators and counsellors (academic and life!): Justine Hoo, Kamran Khan, Nick Lalli, Sherri Magee and Lorraine McDonald.

Thanks to my friends who happen to be colleagues – past and present; Ellen, my manager, for your support and kindness. John, for your advice, patience and whit. Harry, for your understanding, assurance and faith. Gareth, for the chats and for helping me count!

Thanks also to both Dr Jeanette Ryan and Professor Michele Schweisfurth who guided me during the early stages of this study.

Finally, I extend my thanks to all research participants involved in the creating of this thesis, international students and staff who shared their views, experiences and time. Hopefully the findings of this study will lead to some positive changes in universities and enrich the experience of international students and university staff in the future.

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Chapter 1

An introduction

1.1 Introduction

Diversity in language and nationality have been critical factors throughout my career as a teacher of languages in secondary education and a Teaching Fellow, often supporting international students with their English language, in HE (Higher Education). Since qualifying as a French and Esol (English to speakers of other languages) teacher, I have taught French and Esol in secondary schools and colleges across the UK. I have also taught Esol in the community across the city of Birmingham and EAP (English for academic purposes) in colleges and universities across the West Midlands. My work in Esol and EAP provided me with an insight to the critical relationship between educationally recognised levels of English language and HE for non-UK citizens. These experiences also made me acutely aware of the sacrifices made by many non-UK students and their families based on their belief in the reputation and life changing potential of the UK HE system.

Many international students are academic achievers in their home countries who have satisfied UK visa and university academic requirements, however, my work experiences have shown me that some international students struggle with the academic demands of UK universities. My one-to one appointments providing academic support with international students in HE have exposed me to the range of challenges faced by some international students trying to succeed in their undergraduate and postgraduate degree programmes. I frequently support international students with reading strategies, critical thinking skills, ability to navigate through assessment criteria and much more. Though academic support as such is useful for both UK born and international students, diversity in language and

educational backgrounds are often at the core of the challenges faced by international students.

In addition to meeting academic and language requirements set by the UKBA (UK Border Agency) and universities, international students are also required to pay high levels of tuition fees. The financial cost of studying in UK universities adds another form of pressure on these students and their families. This combination of factors led me to question the role and responsibility of universities in the process of recruiting international students and their responsibility regarding academic, language and general support for these students. However, as I did not want to generalise the language and academic abilities of international students, I was keen to increase my understanding of the experiences of international students, hence, my focus on international student diversities within this thesis.

1.2 Research questions

Influenced by a combination of existing knowledge, concepts and experiences emerging from data, the research questions guiding this thesis have evolved throughout the research process. However, my desire to explore the experiences of international students in HE has been central to each version of research question throughout the duration of this study. The overarching research question which governs this thesis exploring international student diversity in HE is:

How are discourses of competition and international student diversity constructed and deployed by a range of stakeholders in interviews, strategy and curriculum in MB University?

I use three subsidiary research questions to ensure a systematic ethnographic approach to exploring competition and international student diversity in HE:

i) What discourses on competition and diversity are evident in MB University's Strategy 2020?

ii) What discourses on competition and diversity in MB University are evident in student and staff discourses?

iii) How is international student diversity presented in curriculum through the required Learning and Careers skills (LACS) postgraduate taught module?

In contrast to UKBA classifications of students, I use the term 'international students' to refer to non-UK domiciled students, i.e. students from outside the UK, including European students, across this thesis.

1.3 Structure of thesis

My exploration of competition and international student diversity in HE in this thesis is divided across twelve chapters. After this introductory chapter, three literature review chapters introduce the factors which underpin international student migration and draw together conceptualisations of diversity in the context of HE. I begin by discussing the factors shaping international student diversity in HE. Drawing on previous studies, I illustrate how particular ideologies namely, neoliberalism, globalisation and internationalisation in HE permeate the discourse which the different participants in this study adopt. In chapter three, I explore the changing discourses on diversity in HE by discussing the increasing influence of neoliberalism on articulations of diversity which often conceal existing power struggles and issues of equality. Despite the movement away from social equality conceptualisations of diversity, I also point to the potential of transformative approaches to diversity and explore everyday notions of social differences, including commonplace diversity, conviviality and everyday multiculturalism. In chapter four, I explore Vertovec's

(2007) concept of superdiversity, which represents the complexity, intensity and unpredictability of diversity in urban European cities. Superdiversity is an analytical lens which is comprised of multiple variables which are of analytic value in discussing discourses around international student migration, namely country of origin, migration channel and immigration status, access to employment and human capital (Vertovec, 2007).

Chapters five to seven provide details of my research methodology, research design and data analysis. My methodological decisions which shape this linguistic ethnography are guided by the principals of interpretivism. In chapter five, I present my conceptualisation of interpretivism and explain how this methodological approach influences how I combine features of linguistics and ethnographic epistemologies. Influenced by Jan Blommaert (2005; 2010) in particular, I conclude this chapter explaining how my conceptualisation of discourse and orientation towards linguistic ethnography shape my ethnographically informed approach to discourse analysis. In chapter six, I present my research design by providing details about the Midlands Based University, MB University herein, the setting of this linguistic ethnography, and discuss each of the methods of data collection involved. I synthesise the research questions and methods of data collection by outlining the data-sets for each research question. Completing my explanation of the methodological decisions and stages of the research process, in chapter seven I provide a detailed discussion of the process of data analysis, including the transcription and organisation of data. I also discuss my conduct as a researcher by presenting the measures taken to ensure an ethical code of research. This includes a brief reflection on critical incidents during the process of data collection which show how my ethnic background influenced my conduct as a researcher and the data collected whilst discussing diversity during

semi-structured interviews. These incidents increased my awareness of the complexity of researcher background as a potential resource and cause for ethical dilemmas during data collection which I discuss further in chapter 10.

My analysis is presented across chapters eight to eleven. The first of these chapters focuses on discourses of competition and diversity within MB University's Strategy 2020. I show how strategy discourse endorses market practices, through references to global university rankings and by using discourses of distinction to compete against other universities within a marketised sector and appeal to the student market. Underpinned by market rationale, I continue to show how strategy discourse on student and staff diversity in MB University point to the commodification of diversity as a resource and skill, which is also used to signal the aspirational and elite status of MB University students and staff. In chapter nine, I explore student and staff discourses on competition and diversity in MB University and argue that students and staff are complicit in endorsing competition in HE and thereby contribute to the continued commodification of HE.

In chapter ten, I explore student and staff discourses on their everyday encounters with differences in MB University. Students and staff construct the social complexities within MB University as a microcosm of that within the superdiverse city of [redacted] and point to the normalisation of heterogeneity within MB University. Despite the over-reliance, limited and out-datedness of references to nationality and ethnicity within social research, including migration studies (Vertovec, 2007), I show that student and staff rely on these diversity categories whilst discussing social differences. Furthermore, discourse analysis reveals HE specific conflicts, including stereotyping, racism and discrimination based on educational, language, cultural and national background.

Chapter eleven focuses on constructions of student mobility within the compulsory LACS postgraduate module by exploring the module description document and student and staff opinions expressed within a student focus group and semi-structured interviews respectively. My discourse analysis reveals a misalignment between student, staff and curriculum discourses on international students. I show how staff and curriculum articulate deficit discourses on the educational capital of international students, whilst international students project themselves as a group of privileged individuals possessing a wealth of social and cultural capital.

Finally, in chapter twelve, I conclude this thesis by drawing together my main findings, synthesising the range of discourses on competition and international student diversity which circulate MB University and returning to the research questions. After evaluating the limitations of this study, I provide suggestions for developing this study and outline how universities can improve their approaches to diversities within international student populations.

Chapter 2

The forces underpinning discourses of international student mobility and diversity in Higher Education

2.1 Introduction

This chapter evaluates three forces which shape international student mobility and resulting diversity in universities, namely neoliberalism (2.2), globalisation (2.3) and internationalisation (2.4). Whilst neoliberalism represents a set of ideologies influencing economic and political policies, globalisation comprises of a series of phenomenon including technological, mobility and communication developments. Globalisation has provided a vehicle for the spread of neoliberalism across HE which have collectively determined international student migration flows and contributed to the rise in number of international students in UK universities. Internationalisation in HE represents a combination of policies, strategies and activities within HE which simultaneously respond to global changes and direct sector changes, encompassing those relating to international student migration. In this chapter, I explore how these three forces intertwine with one another and penetrate HE, leading to an increase in competition and market practices in HE, influencing the global movement of international students. Moreover, I point to a commodified and elite HE system which reinforces existing social inequalities through favouring students based on their financial means rather than their academic abilities.

2.2 Neoliberalism

A distinct element of globalisation, neoliberalism is a vehicle for the structuring of global economic relations. Representing a set of ideologies, Olssen and Peters (2005, p.314) describe neoliberalism as the dominant politically imposed ‘economic

discourse or philosophy' within western nations. As an ideology, neoliberalism is rooted within classical liberalism which advocates the 'freedom of commerce', 'free trade' and 'freedom of choice'. The central presuppositions of neoliberalism being 'freedom', 'choice', 'consumer sovereignty', 'competition and individual initiative' and 'compliance and obedience' with state initiatives including auditing, accounting and management (Olssen and Peters, 2005, p.314). The manners in which neoliberal principles encourage market competition and influence international student migration are evaluated across this thesis.

A distinction between classical liberalism and neoliberalism is evident through respective considerations of the state; the former viewing individuals as objects of the state, thereby requiring liberation through interventions, the latter viewing the state more positively with the responsibility of ensuring market conditions through legislation and institutions. Neoliberalism allocates the state the responsibility of introducing auditing, accounting and management techniques to ensure the premises of neoliberalism, i.e. 'freedom', 'choice', 'consumer sovereignty' 'competition' and 'compliance' are met (Olssen and Peters, 2005, p.314). As such, neoliberal ideology and neoliberalism is a prescription for government or political reasoning or a political rationality manifested through government discourse, particularly economic discourses.

Under neoliberalism, markets are a tool for governments to regulate and in theory, enhance practices within the public sector. In her study on neoliberalism in HE, Kandiko (2010) explains that the neoliberal economic agenda promotes the reduction in funding in HE which consequently leads to reliance on market forces, including the adoption of market practices. Ideologically, Kandiko (2010) states that neoliberalism is based on the premise that markets perform more efficiently in the

absence of government funding and the adoption of market practices. Neoliberalists therefore assume that the reduction of state funding in HE leads to innovation through competition between universities within the market. Additionally, Kandiko (2010) outlines that neoliberalists believe market competition in HE ensures that students will be in a position to select high quality programmes from high quality institutions. However, she contrasts her theoretical interpretation of competition in HE with a reality in which full fee paying international students are perceived as 'cash-cows' funnelled into 'low-demand programs' (Kandiko, 2010, p.164).

Similar to Kandiko (2010), Olssen and Peters (2005) explain that in theory, the introduction of competition into the HE market is a means of increasing market productivity, accountability and control. In this context, the state is perceived positively, and is responsible for developing techniques of 'auditing, accounting and management' in order to meet neoliberal goals of freedom, choice, consumer sovereignty and more generally, compete within the market. Brown (2008) specifies that universities in particular require regulation due to their critical role in producing knowledge required for professional employment, which contribute to individual and national economic and social development. Neoliberalism has thus led to the implementation of new forms of regulation in HE which neoliberalists argue lead to quality improvements and increase market competition by introducing globally comparable performance indicators intended to inform student choice.

However, Brown (2018) identifies economic inequality as one of the greatest challenges in Western societies which he argues are underpinned by a combination of structural activities including neoliberal policies and globalisation. Despite the historic view of HE as a catalyst for social mobility, Brown (2018) argues that the development of HE within a neoliberal market has in fact contributed to an increase

in economic inequality. He points out that social mobility has decreased in both Britain and America whilst HE has been expanding and he attributes the disparity in financial wealth to this expansion of HE. Though not representative of all, he discusses the higher income of graduates in comparison to non-graduates and further cites the high concentration of high-earning graduates in urban communities exacerbating the geographic dispersion of economic inequality.

2.2.1 Competition in Higher Education

Driven by neoliberalism, markets are a vehicle for competition. In HE competition manifests itself through variable tuition fees, competition across universities for funding from public and private bodies, the introduction of profit driven providers and regulated performance measures such as university rankings. Brown (2018) explains that these elements of neoliberal marketization have led to stratification within and across HE in which highly ranked universities possess political and market power, despite reliable sources for comparing institutions within the market. In HE, research and the awarding of qualifications are vehicles through which universities position themselves within the market and allocate status. Frank and Cook (2010) point out that within neoliberal markets, minor differences in university performance and the comparative value of their goods as viewed by others, through reputation and status, enable top performing institutions to dominate the market.

An institution's ability to perform within the HE market is determined by its ability to access forms of capital which determine its 'quality' and 'position', which Brown (2018, p.39) summarises as the 'three Rs': resources, reputation and research. These 'three Rs' are forms of capital for universities which simultaneously determine an institution's market position whilst serving as a barrier to competition entry for

other universities at that particular level. Geiger (2002) describes the notion of competition existing only between comparable institutions as the ‘segmented hierarchy’, which is ironically perpetuated through market practices of university rankings and league tables. Furthermore, by limiting individual access to university based on university reputation and cost, stratification of HE resulting from neoliberal market practices reinforce socio-economic inequalities between young people (Antonucci, 2016).

Driven by politically imposed neoliberal economic discourse, full-cost international tuition fees were introduced in the UK in 1979. Subsequently, the recruitment of international students has been central to national HE policies as international students provide economic income which is critical in ensuring the economic viability of the UK HE sector and the state (Lomer, Papatsiba and Naidoo, 2018). International students thus represent a core market group within HE and Marginson (2014, p.4) explains that elite institutions are able to select the highest quality of students from the international market. Upon graduation, high achieving graduates from elite institutions are able to promote and benefit from the brand of their institution in employment, thus, reinforcing the notion of ‘selectivity’ and ‘elitism’ within the HE market.

2.2.2 University rankings

Serving as an aide and facilitating the neoliberal principle of choice, global university league tables help students make informed decisions whilst choosing a university, in other words, university rankings are a tool for supporting customer choice. Brown (2008) outlines the importance of ensuring that information within university league tables must be comparable across institutions and programmes to enable students

to make informed decisions. Performance and success in league tables is often measured by a university's number of students, the number of graduates in graduate employment and research revenue. Brown (2008) also cites the importance of providing information about university rankings in an accessible, equitable and timely manner to all students, regardless of social and cultural background. Both overall rankings and the dimensions within league tables represent areas of competition between universities, or, market factors, which students may take into account whilst forming decisions about HE. Despite the neoliberal principle of choice, Brooks and Waters (2011) point out that middle class families are more likely to strategically exercise their understanding of university rankings to access valuable cultural capital. Such actions prior to entering HE are critical and can lead to discrepancies in earnings post-graduation and thereby perpetuate social inequalities.

Pusser and Marginson (2013, p.551) discuss the growing global significance and complexity of university rankings. They distinguish between rankings which focus on the overall reputation and 'prestige' of an institution and those which analyse more specific features of universities, such as departments and graduate employment figures. More pertinently, their review of literature on rankings in HE leads them to identify the hegemonic power of rankings within the HE market which conveys university reputation whilst consequently shaping multiple aspects of an institution based on the outcomes of the ranking.

Pusser and Marginson (2013) investigate university rankings through implementing a framework on power which consists of three elements: intentionality, legitimacy and ideology. On the premise that HE systems and universities are organised in accordance with state priorities, they determine that university objectives vary accordingly. Within this model, legitimacy represents the distribution of resources

across HEIs (Higher Education Institutions) within a state in view of national priorities and expectations, whilst ideology determines the distinct approach of each state towards HE. Pusser and Marginson (2013) applied this model to analysing multiple rankings from around the world and found that in spite of varying context, there is little distinction between what rankings systems measure. They identify three core metrics across global ranking systems: reputation, faculty quality and faculty research productivity. They signal the dominance of reputational surveys in the U.S. and the UK, a focus on publications and reputation of research publications in China whilst 'global presence' is critical within online metrics. Furthermore, rankings did not acknowledge discourses of distinction within university mission statements, focusing instead on wealth and prestige in research, resources and student characteristics. We will see across chapters eight to twelve that the different voices of participants and university strategy draw on the language of ranking to make arguments about competition and distinction.

In their study on the increasing significance of university rankings as a measure of educational quality, Amsler and Bolsmann (2012) argue that university rankings are underpinned by neoliberal rationale which perpetuate elitism in HE and exacerbate social inequalities. They explore the reasons behind the rise in the number of national and international organisations which view university rankings as a tool for political and economic policy. In accordance to neoliberal ideology, rankings and league tables manifest as a tool which fulfil the consumer's right to information and transparency about a product and/or service provider. Furthermore, whilst universities adopt business practices and compete with one another to attract high fee paying international students, Amsler and Bolsmann (2012) explain that university rankings are not credible indicators of the quality of a university, rather,

they are evolving into consumer product ratings. Moreover, they argue that the combination of marketing, public relations and social research which shape university rankings have turned university rankings into a global business. University rankings thus function as a policy tool with the power to redefine the values which shape HE.

2.2.3 University strategies

Within this competitive HE arena in which global university rankings are becoming increasingly significant (Brown, 2008; Pusser and Marginson, 2013), universities are required to develop their ability to compete with and outperform universities within global ranking systems. Dembereldorj (2018) emphasises the critical relationship between global university rankings and university strategies which are designed to help universities improve their reputation and status within the global HE market. Similarly, Čorejová, Genzorová and Rostášová (2017) explain that universities are required to form strategies which outline and demonstrate their ability to retain and improve their position within the market. Čorejová, Genzorová and Rostášová (2017, p.1) describe the university strategy as a ‘basic document that formulates the main areas, objectives, activities and achievements at the defined time and scale’. They state that university strategies must encompass the quality of education, research, relationships with industries and other institutions and the social dimension of the impact of the university at regional, national and global levels. University strategies thus have the potential to shape and are shaped by university rankings and wider activities across the HE sector.

Rolfe (2001) examines the relationship between university funding in the UK and university strategies. She describes the changes in central university funding and

financial funding for students which have coincided with structural changes, i.e. the removal of distinction between polytechnical colleges and universities, the introduction of measures of quality of research and teaching, the increased number of students and more, which have contributed to the increased competition across the sector. She explains that universities have responded to such changes through strategies and activities across multiple areas, including internationalisation, discussed below. Similar to Dembereldorj (2018) and Čorejová, Genzorová and Rostášová (2017), Rolfe (2001) also finds that university strategies are designed to maintain and improve a university's position within the HE market. In particular, she focuses on the effects of the introduction of tuition fees in universities and through a series of interviews with senior managers in four UK Universities, she identifies that university strategies are designed to reduce costs and demonstrate a combination of efficiency and increased income. This relates to my ethnographically informed approach to discourse analysis which explores how MB University articulates both competition and diversity within its Strategy 2020 document which I present in chapter 8.

2.2.4 The commodification of Higher Education

Molesworth et al (2009) point to the commodification of HE and HE qualifications as a consequence of neoliberal market practices in HE. They discuss the previous societal role of universities being to 'change the student's intellectual perspective on the world' which they contrast with neoliberal market discourse which encourages students to 'have' degrees rather than learn (Molesworth et al., 2009, p.278). Accompanying this behaviour and practice, they argue that many students and universities construct a consumer relationship, a notion which presupposes the concept of developing an individual's outlook. Consequently, many students view

their payment of tuition fees a guarantee to a ‘good degree’ to assure a professional role post-graduation (Naidoo and Jamieson, 2005). This attitude signals the view that university attendance is a means to becoming more employable and increase earning potential. They argue that neoliberal market ideology articulates a lifetime of consumption through employment, limiting the potential of societal transformation.

Molesworth et al (2009) characterise this consumer culture of HE with a student preoccupation of ‘having’ or possessing knowledge or skills. This view towards knowledge shows the commodification of education and knowledge as a possession for consumption. Instead of articulating HE study and qualifications as investments in the self, they criticise HE market practices for reducing university qualifications to objects and vehicles to ensure financial gain and subsequent material consumption. Furthermore, they explain that accompanying the commodification of university qualifications as tickets to employment, at a pedagogic level, students are strategic within assessment, often focusing on curriculum content which they view integral to success and their chosen career path.

In tandem with neoliberal market practices constructing and reinforcing the concept of students as consumers, educators in HE are allocated roles which provide customer service, enabling students to obtain their desired skills and qualifications through an economic transaction. Molesworth et al (2009) index the dichotomy between lecturers who aim to encourage deep levels of learning and achievement and students driven by their desire to consume an education and qualification**.** They criticise the market for encouraging lecturers to promote passive forms of learning which compliment consumer attitudes amongst students which orient towards exam success rather than critical engagement and development of their academic knowledge (Molesworth et al., 2009, p.283).

Moreover, Molesworth et al (2009) index the irony of performance measures such as the NSS (National Student Survey) which are designed to measure the quality of student experiences in HE based on the extent to which universities meet student expectations of teaching and learning. Molesworth et al (2009) explain that some lecturers modify their teaching to comply with student, or consumer demands to ensure high scores from students in surveys such as the NSS which subsequently determine university rankings. Adapting teaching and learning by reducing knowledge to a commodity and encouraging shallow learning in compliance with market discourse highlights the customer service role of lecturers.

Following from the neoliberal premise of ‘freedom’ and ‘choice’, students and employers pay attention to the prestige of universities. Employers are keen to recruit students from specific institutions, whilst graduates hope to be selected by reputable employers. By favouring graduate employees from prestigious institutions, employing companies reinforce university reputations, thereby perpetuate the elite status of a selection of universities. Thus, Marginson (2004), points to the circular trend in HE, whereby some lower ranking universities may change places within rankings, whilst elite institutions remain elite. Brown (2008) indexes the consequential social stratification resulting from financial and social capital upon graduate employment which is intertwined with stratification of universities, demonstrating the perpetuation of social inequalities resulting from competition within the neoliberal HE market.

2.3 Globalisation

There are multiple definitions of the phenomenon of globalisation. Marginson (2000, p.24) criticises definitions of globalisation which attribute all social changes to ‘universal global forces’ whilst also challenging definitions which fail to acknowledge

the uniqueness of current global relationships. He also criticises interpretations of globalisation which focus on politically economically imposed discourses, i.e. neoliberalism, rather than the broad phenomenon of globalisation. Marginson (2000, p.24) proposes that the term globalisation encompasses 'the growing role of world systems.' He specifies that despite traits of national cultures, 'world systems' exist beyond the nation state and he explains that it is no longer possible to ignore that the effects of 'world systems' are evident within the geographical territory and daily life.

Following on from this interpretation of globalisation, Marginson and van der Wende (2007) propose that globalisation is comprised of two critical elements: global systems of communication, information, knowledge and culture and cross-border financial systems. They signal the critical role of developments in communication and information in connecting economic and cultural practices and represent a new dimension of globalisation. Technological advances in transport and communication associated with globalisation have influenced people's desire and ability to migrate (Brooks and Waters, 2011). Cross-border flows of communication and people associated with globalisation are thus intertwined with the international migration of university staff with established global reputations and high quality full fee paying international students in HE.

Olssen and Peters (2005, p.313) discuss the relationship between the dominant politically imposed economic discourse of neoliberalism and globalisation, describing neoliberalism, as an 'element' of globalisation. Advances in technology and science are also elements of globalisation which have facilitated global communication, the sharing of information and global travel. They view neoliberalism as independent of other elements of globalisation, explaining that the advent of neoliberalism has not impeded on changes in technology or science. Rather, elements of globalisation, i.e.

advances in technology which influence the sharing of information, communication and travel are vehicles for the spread of neoliberal ideals.

Elements of globalisation and market competition resulting from politically imposed neoliberal economic ideology intertwine with one another to shape international student migration. Characteristic of market competition in HE, Brooks and Waters (2011) identify raised awareness of global opportunities and 'consumer desire' amongst students behind increases in student mobility. As technological advances are integral to the sharing of information, they are also a driving force of market competition and thereby critical in determining student mobility.

2.3.1 Globalisation and universities

HE is becoming increasingly governed by international, rather than local and national legislation. HE is encompassed within the WTO (World Trade Organisation) and GATS (General Agreement in Trade Services) initiative which was introduced to reduce barriers to trade and services (Marginson and van der Wande, 2007). HE is thereby conceived as a tradable good, which points to the commodification of HE and the spread of neoliberal ideology. The reduction of trade barriers associated with GATS in HE represents the implementation of supra-national measures to support international academic faculty and student mobility. As a global organisation, the World Bank supports individuals within this environment on the understanding that HE provides private rather than public benefits. Legislatively, the superseding of national governments by international bodies in HE is also manifest at a regional level. Europe, the Lisbon and Bologna Processes has introduced free trade agreements and measures for non-restricted student migration (Marginson and van der Wende, 2007). Thus, despite universities operating as independent

organisations within a neoliberal market, their activities are becoming increasingly reliant upon their relationships with local, regional and international bodies.

Marginson (2000) explains that HE constitutes and is constituted by globalisation. Knowledge, both technical and information are central to the development of society. Overtime, the quality of knowledge, the methods through which knowledge is created, stored, accessed and shared have developed and become increasingly important. Education and research, i.e. core university activities, are therefore integral to the development of elements of this global environment. At the same time, HE operates within a global market in which market and non-market migrations take place and work practices are reliant of ICT (Information and Communications Technology). Marginson and van der Wende (2007) signal that HE activities are thus intertwined with, and critical to advances in knowledge, technology and communication.

Gürüz (2011) explains that rapid developments in ICT are transforming society into a ‘knowledge society’. Within this context, knowledge and individuals with knowledge are critical factors, as a knowledgeable workforce is able to apply their knowledge and form information based decisions. A knowledgeable workforce therefore has the potential to shape growth and determine competition as technical innovations and use of knowledge are more valuable than both natural resources and cheap labour. Universities play a critical role in developing and sharing knowledge within a knowledge society. The transformation to a knowledge society shapes and is shaped by a global employment market in which networks of production cross national boundaries, thereby facilitating the outsourcing of knowledge, employees, goods and services.

Within a knowledge economy, HE is a catalyst for economic success; interlinked with a global neoliberal HE market, HE is a resource for governments. Kostrykina, Lee and Hope (2018) view the knowledge economy as a global context which transforms HE and determines the power dynamics between individual universities, national and regional HE markets. They challenge the knowledge economy for privileging specific types of knowledge, i.e. 'Western' science and technology which shapes an increasing dichotomy between the West and the rest of the world. Kostrynkina, Lee and Hope (2018) cite World Bank rankings of knowledge economies to show the domination of knowledge and opinions within the west, particularly within English-Speaking countries. Globalisation thus acts as a vehicle for what they describe as the 'westernisation of higher education' or, 'neo-colonialism', i.e. a HE discourse which fails to represent regional, cultural or in many cases, national details. Furthermore, Marginson and van der Wende (2007, p.5) consider the effects of globalisation as 'nuanced' in accordance with local, national and world regional context, encompassing factors such as language and academic culture. They associate high levels of participation in HE within 'global cities' and regions with their 'global competitive performance' (Marginson and van der Wende, 2007, p.7). The phenomenon of globalisation is thus evident through the increase in cross-border flows of technology, information and people which have facilitated the spread of the economic discourses and policies of neoliberalism.

Whilst discussing student and staff mobility in HE, Maringe and Foskett (2012, p.3) point to the flow of individuals and their wealth from poor under-developed countries to rich nations in the west. Using the knowledge economy as a contextual lens, human capital is a desired outcome of universities within a competitive HE system. Maringe and Foskett (2012) use the terms 'human capital flight' and 'brain drain' to

represent the emigration of educated and skilled individuals, which perpetuates existing national and regional social inequalities. Thus, within the knowledge economy, ICT and knowledge networks are considered factors which determine power and inequality. In later chapters, I unpick the factors underpinning student migration expressed by student and staff voices and discuss how market forces and financial capital shape student migration.

2.4 Internationalisation of Higher Education

Globalisation and internationalisation are multifaceted complex processes which overlap and intertwine with one another. De Wit (2011, p.241) remarks upon the increasing importance of an 'international dimension' within governments, organisations, universities and student organisations. Once considered a HE sector response to globalisation, internationalisation has evolved into a strategic element which shapes HE. Demonstrating the evolution of internationalisation in HE, Brooks and Waters (2011) refer to Anglophone universities and governments which have extended their internationalisation strategies from focusing on the inward movement of students to also provide opportunities for domestic students to study abroad. Such schemes rely on international partnerships across universities, which represents a further element of internationalisation strategies. In contrast, whilst continuing to send the highest number of international students to western universities, China and India have invested significant sums of money into their national HE systems in order to attract international students (Brooks and Waters, 2011). De Wit (2011) thus points to the central role of the 'international dimension' within university international, national and institutional strategies, the intentions of which are often articulated within university mission statements.

The internationalisation of HE is the subject of multiple strategies, research and activities in HE. Interpretations of the internationalisation of HE have varied over time, differing across cultural (Knight, 2004; Leask, 2012) and institutional contexts (De Wit, 2011). Amongst the multiple definitions of internationalisation in HE, many conceptualise internationalisation as a process, for instance, Knight (2015, p.2) explains:

> Internationalisation at the national, sector and institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education.

This conceptualisation conveys the 'national, sector' and institution as levels of internationalisation within HE. This definition points to the intertwining of both top-down processes relating to the spread of neoliberalism and forces of globalisation, such as the GATS and the Bologna Process (Marginson and van der Wende, 2007), with university activities such as efforts to internationalise curriculum. Internationalisation thus penetrates every aspect of HE and has the potential to shape classroom activities, curriculum, university mission statements, national and sector policies. As a 'process', internationalisation encompasses the multiple policies, strategies and activities across HE which are involved in implementing an 'international, intercultural or global dimension' into HE. Due to the scope of activities associated with internationalisation and the relationship between HE and global activities, Hawawini (2016) challenges the majority of definitions of internationalisation in HE for failing to represent the 'ultimate goal' of internationalisation, which 'should be to integrate the institution into the emerging global knowledge economy.' Hawawini (2016, p.5) thus proposes:

> Internationalization is an ongoing process of change whose objective is to integrate the institution and its key stakeholders (its students and faculty) into the emerging global knowledge economy.

This conceptualisation of internationalisation in HE conveys the dynamism of internationalisation, firmly establishes the global knowledge economy as the context of HE and outlines a relationship between universities and the knowledge economy. Hawawini (2016) explains that his definition extends beyond teaching and research, instead, conveying a necessity for structural, operational and philosophical changes for universities to play a role in transforming the global knowledge economy. Whilst clearly depicting a relationship between university students and staff and global employment, this definition reduces the purpose of post-secondary education to a service provider with the task of producing employable graduates. The development of knowledge beyond those required for employment is absent. However, Hawawini's (2016) reasons that this definition points to the relationship between HE and society and is thereby less restricted than previous definitions which were tokenistic representations of internationalisation within a static sector.

Maringe (2009) explores the relationship between internationalisation in HE and globalisation. He acknowledges the difficulty in identifying when universities became 'internationalised', however, he specifies that the forces of globalisation have accelerated and intensified the process of internationalisation within universities and across the sector. De Wit (2012) proposes four drivers of internationalisation in HE: political; economic; academic and socio-cultural. For instance, the recruitment of international students is a process associated with the internationalisation of HE. Through high international student tuition fees, international student recruitment is a source of financial income for universities. The process of international student recruitment is thus rooted within economic rationale, which has spread across HE as the dominant political economic discourse in western Anglophone countries (De Wit, 2005). Brandenburg and De Wit (2011) point to the increasing dominance of

discourses of competition and the commodification of HE over socio-cultural dimensions of internationalisation, such as the embedding of international or intercultural features within curriculum. This shift in emphasis indexes the penetration and dominance of neoliberal ideology in HE, which have been spread through the vehicle of globalisation.

Jibeen and Khan (2015) discuss the evolution of internationalisation in HE. Similar to De Wit (2011), they discuss the transition of internationalisation from a response to globalisation to a catalyst for improving the quality of education and an institution. Their review of literature points to the translation and acquisition of knowledge, international mobility of students and staff and subsequent contributions to research and internationalisation of the curriculum as benefits of the internationalisation of HE. In particular, they discuss the development of global research networks, knowledge exchange and sharing of information through developments in technology which has also enabled people to access HE in places where local universities are unable to meet student needs. Furthermore, not only do international students generate financial revenue for developed countries, but, Jibeet and Khan (2015, p.197) explain they also enhance the learning environment for 'domestic' students, by 'diversifying' the student community. At curriculum level, internationalisation thus facilitates the development of 'international characteristics', such as open-mindedness, tolerance and respect, which are valuable within the knowledge economy.

Jibeen and Khan (2015) also identify brain drain, the commodification of HE and a loss of quality, as detrimental effects of internationalisation in HE. They criticise the economic rationale which underpins many processes of internationalisation in HE and begin by referring to Western universities which view international student

recruitment as a strategy for raising revenue. They continue to criticise universities which set-up satellite campuses and charge students elevated fees which are diverted from off-shore campuses to the main campus within the developed country. Such activities demonstrate the dominance of economic and commercial strategies embedded within internationalisation discourses. Furthermore, they view the influence of developed countries on developing countries through an internationalised curriculum and globally mobile staff and students as a form of 'academic colonisation'. They criticise 'academic colonisation' for focusing on 'productivity' and 'skill exchange' which serve as selling points within a competitive sector rather than culturally meaningful forms of development.

In his exploratory study on internationalisation of HE in the UK, Maringe (2009) examined how internationalisation is conceptualised with six UK based universities and analysed the challenges of implementing internationalisation within universities. Firstly, Maringe (2009) identifies differing interpretations of internationalisation, which shape university strategies and actions, leading to distinctive approaches to internationalisation. For instance, the post-1994 universities within the study focus on international student recruitment, whilst the more established universities pay attention to international engagement with global societal and educational issues. Discourses on internationalisation across all universities index an increase in student and staff diversity on campus which leads to language, social and cultural challenges. Though all universities view diversity on campus positively, Maringe (2009) refers to 'management challenge' and signals the need for better 'organisation' to manage and respond to increased diversity on campuses.

Processes associated with internationalisation in HE overlap with neoliberal practices and aspects of globalisation, for instance, market competition, international

student recruitment and mobility. In their study exploring international student recruitment strategies within universities and nation states, Bolsmann and Miller (2008) analyse discourses of senior academic managers and international officers from across four institutions based in England. Economic rationale was the dominant discourse across interviews with staff from each institution. Alongside references to the critical financial revenue generated by international student tuition fees, interviewees refer to the relationship between the number of international students and the university's global reputation and their role in establishing a global knowledge and research network. Interviewees from business schools articulated the number of international students as a quality indicator and integral to providing an 'international experience' for students (Bolsmann and Miller, 2008, p.82). The significance of global reputation and an international experience within universities signal these two features as selling points within a competitive sector, thereby indexing marketization of HE.

Discourses on international student recruitment also point towards a level of diversity management designed to avoid the creation of 'national education ghettos' (Bolsmann and Miller, 2008, p.82). Most interviewees referred positively to high numbers of international students on postgraduate programmes which enables universities to provide students with an international experience. However, interviewees specified their aim being to manage diversity and prevent over-representation of any one particular nationality. Staff advocate 'balance' and 'integrated groups' of international students, going as far as citing the introduction of discounted fee-structures for domestic students to 'balance' diversity on postgraduate programmes (Bolsmann and Miller, 2008, p.83).

A clear indicator of the relationship between politically imposed neoliberal economic discourse and internationalisation in HE is the inclusion of 'international outlook' as a core metric within university rankings. Hawawini (2016) analyses the Times Higher Education university rankings system and identifies three dimensions: research, teaching and international outlook. Whilst international outlook accounts for 7.5% in comparison to the 30% allocated to teaching and 62.5% allocated to research, Amsler and Bolsmann (2012) and Pusser and Marginson (2013) outlined the role of university rankings in informing potential students and shaping HE. With the potential to influence international student migration and determine financial remuneration obtained through international tuition fees, the incorporation of international outlook within university rankings metrics shows the economic significance of internationalisation within HE.

However, Hawawini (2016, p.6) criticises the three measures which constitute international outlook for being 'inward-looking'. As measures of global outlook, he challenges the university's ratio of international students to local students and similarly, its ratio of local to international staff as indicators of a university's ability to attract international students and staff. Furthermore, he criticises the measure of journal publications with at least one international co-author for capturing pre-established professional networks within international staff member's country of origin rather than a representation of global outlook. He argues that this 'inward' measurement encourages universities to increase their numbers of international students and staff in order to increase their global ranking rather than seeking to implement transformational practices to improve the experiences of international students and staff. Nevertheless, the strategic significance of internationalisation within a competitive HE sector highlights the complex relationship between HE,

neoliberal economic discourse and globalisation. The interplay between these global forces is evident within literature, student, staff and institutional discourses on migration-led diversity in HE discussed across the following chapters.

2.5 Conclusion

Neoliberalism, globalisation and internationalisation are forces which intertwine with one another and penetrate HE. A combination of advances in technology, communication and transport, interdependent global economic and political agreements, the spread of neoliberal ideology inclusive of consumer desire, global choice and competition stimulate international student mobility. The introduction of market competition in HE through politically charged neoliberal economic discourse encourages universities to adopt practices formerly reserved for private markets, such as the introduction of university rankings. A central objective of market practices being to promote institutions to entice high fee-paying international students influences student migration. Despite neoliberal ideology also advocating the assurance of quality and regulation of HE, market competition and university strategies are underpinned by economic rationale which maintain an elite HE system and perpetuate social inequalities.

Neoliberalism and globalisation are not mutually inclusive, instead, neoliberalism and globalism interplay with one another and penetrate HE, manifested through university strategies and responses associated with the internationalisation of HE. Thus, neoliberalism, globalisation and internationalisation in HE are simultaneously factors which stimulate student mobility and contextual factors which shape conceptualisations of international student led diversity discussed in the following chapter.

Chapter Three

Conceptualisations of diversity

3.1 Introduction

Diversity is a mobile term which circulates within and across universities. The way in which universities draw on diversity as a concept has received criticism for being essentialist and concealing the complexity of diversities and power and status differences within groups (Blackmore, 2006). I begin this chapter by discussing the changing discourses surrounding diversity in HE (3.2), neoliberal influences on diversity in HE (3.3) and transformative diversity (3.4). I continue by considering scholarship which views diversity as differentiated, complex and situated. My discussion of alternative conceptualisations of diversity account for tensions, challenges and essentialist views which exist within heterogeneous societies. The concept and discursive technique of stereotyping and othering (3.5), Gilroy's (2006) concept of conviviality (3.6), Wise's (2016) concept of everyday multiculturalism (3.7) and Wessendorf's (2014) concept of commonplace diversity (3.8) support the challenges and normalisation of navigating through complex social differences within everyday heterogeneous societies.

3.2 Shifting discourses about diversity and difference in Higher Education

There is a consensus that discourses of 'diversity' have replaced those which previously argued for equal opportunity and social justice (Ahmed, 2012; Blackmore, 2006). Within modern organisations across public and private sectors, the introduction and circulation of the term diversity represents more than a change in terminology. At a surface level, the notion of diversity is empowering, in the sense that it recognises differences including cultural, religious and racial (Blackmore,

2006). Similarly, Benschopp (2001) explains that not only does diversity encompass categories such as gender, ethnicity and class, but it also accounts for dimensions of identity including education, experience and employment. As the categories of difference encompassed within diversity are sources of social inequality within organisations, the term diversity has the potential to conceal inequalities. Consequently, Benschopp (2001, p.1166) criticises the term diversity, stating that 'diversity does not so powerfully appeal to our sense of justice and equality.'

A social justice framework acknowledges that each of the terms which diversity encompasses and/or is associated with, are attached to 'complex histories' which represent their own political and social movements. Similar to Benschopp (2001), Ahmed and Swan (2006) attribute the decline, and in some cases, loss, of such vocabularies, including 'equality,' 'anti-racism' and 'social justice' to the introduction of the term diversity within organisations, including universities. Diversity is thus often viewed as an empty term, which presents a tokenistic acknowledgment of differences whilst concealing related inequalities (Ahmed, 2006). Ahmed and Swan (2006) therefore challenge organisational discourses of 'inclusive diversity' for contributing to the disappearance of histories and debates of inequalities from policy discussions and developments.

In practice, Ahmed and Swan (2006) and Ahmed (2012) state that an 'inclusive diversity' represents a loss of critical edge within institutions which has the potential to both 'individuate differences' and mask inequalities. Ahmed (2012, p.53) explains that an inclusive view of diversity is neutral and 'cut off' from the inequalities and terms, such as 'power, and 'racism' which it opposes (Ahmed, 2012, p.66) and therefore fails to appeal to 'our sense of social justice' (Benschop, 2001, p.1166).

Archer (2007) also challenges the economic aspect of diversity in HE by criticising inclusive and neoliberal discourses on diversity for being divorced from social differences, inequality, i.e. the very structures and practices which determine participation in society. At an organisational level, Deem and Ozga (1997) and Ahmed (2012) explain that whilst reference to diversity suggests an institutional level acknowledgement of difference, it does not require institutional level 'commitment to action or redistributive justice' (Deem and Ozga, 1997, p.33). It is therefore unsurprising that Ahmed (2012, p.53) considers discourses on diversity a 'tool' for concealing 'the operation of systematic inequalities' in organisations.

In spite of the increasing spread of neoliberal practices within HE which I continue to discuss below, there is global recognition that universities have a responsibility to promote equal opportunities (UNESCO, 2013). At a national level, universities are required to comply with national policy priorities regarding social aims, particularly those designed to increase participation from under-represented social groups (Bowl, 2016). Discourses on diversity which are based on social equality principals are therefore prevalent within national policy and institutional documentation. Within the UK, Archer (2007, p.636) examines the circulation of 'diversity' within New Labour HE WP (Widening Participation) policy which sought to increase the number of students entering HE from 'non-traditional backgrounds' and 'under-represented social groups'. Her analysis found that constructions of diversity benefited from symbolic power due to an association with 'democratisation, 'equality' and 'fairness' and argued that national policy is critical in promoting social equality and social mobility.

Archer's (2007) analysis of WP policy identifies tensions between the equality and social justice dimensions of diversity which co-exist alongside governmental

neoliberal practices. A ‘diversity’ which privileges those with economic capital is untenable with diversity policies seeking to address social equality issues. Archer (2007) specifies that the consequences of the dichotomy of discourses around diversity in WP policy are non-equitable due to governmental neoliberal agendas. Bowl (2016) arrives at the same conclusion through her comparative analysis of the language used in university documents in England and New Zealand. Similar to Ahmed (2007 and 2012) and Benschopp (2007), Bowl identifies both a side lining of ‘equality’ and reduced association between diversity and social justice. Within a marketised sector, Bowl (2016) shows how discourses of ‘distinction’ and ‘diversity’ relating to institutions and students are likely to favour those who are already advantaged within society. In this way, she shows how diversity discourses are more compatible with elitism than with social justice and argues that social equality is unlikely to be promoted within a marketised HE system.

3.3 Neoliberal influences on constructions of diversity in Higher Education

In spite of its connections with wider social movements discussed, the term ‘diversity’ is associated with the ‘spread of U.S. managerial discourse’ (Kirton and Greene, 2000) which is largely attributed to the spread of neoliberal ideology and practices (Blackmore, 2006, p.184). Mautner (2005) attributes the increasing use of business-related lexis within politics, the media and HE to the extension of neoliberal ideology. The reduction in state subsidisation in HE has led to increased competition across the HE sector (Marginson, 2002) and market practices are recognised as a driving force within HE (Ball, 1998 and Bowl, 2016). Market competition in HE which is driven by the spread of neo-liberal ideology has caused universities to become increasingly image conscious (Mautner, 2005 and 2010 and Bowl, 2016). Ahmed (2012) explains that in this competitive arena, diversity has become something to be

managed and valued as a human resource. Similarly, Olssen and Peters (2005) explain that due to the neo-liberal principles of ‘choice’ and ‘freedom’, diversity within student populations is often reduced to a feature of a university within a competitive HE arena. Discourses circulating in HE which reduce diversity to a human resource (Ahmed, 2012) or feature of universities (Olssen and Peters, 2005) point to the commodification of diversity within HE.

In the context of a global HE market and transnational student migration, part of the corporate discourse on diversity emphasises an institution’s ability to meet the needs, or provide a service to its diverse customer base. Within a globally competitive sector, Ahmed (2012) explains that it is in an institution’s interest to construct diversity across its student and staff body as a form of capital. Blackmore (2006) explains that appropriating cultural and linguistic diversity within discourses is a strategy used by HEIs to penetrate new markets. In response to the increased diversity in its student population, or customer base, university staff require communication skills and cultural awareness. References to the strengths of a diverse student and staff population within HE discourses within an international HE market gain symbolic value within a competitive market.

Within a market oriented system and in accordance with the neoliberal principal of choice, images and metaphors relating to diversity may influence the customer when choosing where to study. Blackmore (2006) explains that often, from an economic rationalist perspective influenced by human capital theory, institutions try to promote cohesion through diversity. In spite of the fact that diversity represents the many differences within a group of people, she specifies that institutions aim to ‘assimilate and promote consensus’ (Blackmore, 2006, p.184). Cohesive constructions of diversity, whether through images and/or text in HE can be used in university

promotional materials to encourage potential students to select particular institutions. Within a competitive HE sector, such cohesive constructions of diversity are framed within neoliberal ideology and underpinned by an economic rationale. In contrast to a social equality perspective, neoliberal orientations towards diversity fail to recognise the inequalities associated with individual and group differences. Across the analyses chapters, I will show how differences in international student language and educational backgrounds can be barriers for international students to interact with one another and access curriculum and academic success.

The notion of assimilating differences is encompassed within an inclusive approach to diversity which many institutions adopt. This approach is based on a combination of recognising differences and demonstrating a willingness to accept and welcome differences, which is indicative of a celebratory view of diversity (Blackmore, 2006). Such approaches to diversity have been challenged for failing to acknowledge equality and social justice issues and for lacking a substantive dimension to facilitate social change. For instance, Ahmed (2012, p.163) adds a power dimension to 'inclusive approaches to diversity', arguing that universities construct those who are different as 'subjects' who must be 'willing to consent to the terms of inclusion.' In other words 'difference' masks issues of power because it lacks an equality and social justice dimension rendering its institutional purpose about the assimilation of difference rather than purposeful in addressing inequalities (Blackmore, 2006).

Both Blackmore (2006) and Ahmed (2012) refer to institutions which use images of 'cultural hybridity' within their promotional materials as a means of 'celebrating' the success of the rich heterogeneity. Such images visually represent institution level recognition of difference which, alongside the language of diversity, Ahmed (2007a; 2012) views as the reduction of diversity to a descriptor or characteristic of a

university. The normative use of such discourses on diversity are often deployed and interpreted as an expression of a university's values and priorities. At the same time, the normative use of diversity as a descriptor demonstrates the management of diversity, which is based on the premise that diversity is problematic and therefore requires management (Ahmed, 2012; Blackmore, 2006). For instance, Bolsmann and Miller (2008, p.82) found that student recruitment targets are often designed to avoid 'the creation of national education ghettos' through various techniques such as offering UK students a discounted fee structure to ensure a heterogeneous student population.

Universities attempt to capitalise on diversity as part of the corporate discourse which is prevalent across the sector, appearing in university mission statements and strategies (Blackmore, 2006, p.184). In spite of the normative use of diversity as a descriptor of universities, Ahmed (2007, p.252) explains that the extent to which an institution values diversity is evident through their 'commitment' to diversity. Though some university discourses appear to value and celebrate their diversity, the level of resources which they allocate to ensuring and supporting diversity may suggest otherwise. Resonating with Blackmore's (2006, p.195) reference to 'tokenistic' efforts of supporting diversity through celebrating diversity, Ahmed (2006, p.757 and 2012, p.58) uses the term 'lip service model' to represent institutional approaches to diversity which gloss over differences, equality and social justice. In failing to address equality issues, Ahmed (2012) criticises 'lip-service models' of diversity for contributing to the reproduction of existing social inequalities.

Also under the guise of 'management of diversity', Ahmed (2007) explains that some HEIs adopt a mainstreaming strategy by integrating diversity tasks within human resources departments. In this way, diversity becomes a shared responsibility across

the institution. Ahmed (2007) refers to diversity practitioners who explain that when diversity is managed by a specific unit, staff members across universities, including senior managers, often 'shun responsibility' of diversity; highlighting a potential danger of a mainstreaming approach to diversity. Though a mainstreaming approach to diversity may appear ideal, it can be counterproductive by masking a lack or unequal distribution of responsibility towards 'diversity' across an institution. Ahmed (2007) warns against mainstreaming approaches to diversity, which she explains can result in a lack of willingness to assume responsibility of diversity across an institution.

The multiple factors which shape discourses on diversity discussed so far, and their connotations point to the complexity of discourses on diversity in HE. Ahmed (2007, p.237) discusses the 'strategic nature of diversity work' and her awareness of the subtleties in vocabulary with the potential to unlock 'different kinds of action within institutions', i.e. the university (Ahmed, 2007, p.237). Ahmed (2012, p.163) describes university discourses on diversity which are based on the notion of inclusion as 'a technology of governance.' She criticises the concept of inclusivity within diversity discourses for distancing itself from the histories of minority groups and inequalities. Inclusive constructions of diversity, she explains, are based on recognition and assimilation rather than equality and social justice. At a basic level, inclusive constructions of diversity secure the ethos of the university (Ahmed, 2007, p.238) as one which is 'doing' diversity, yet lacks any evidence of acknowledgment or commitment to equality and social justice.

3.4 Transformative diversity

In spite of Ahmed's criticisms of how universities make use of diversity in unhelpful ways, which often point to an institutional 'absence or failure of diversity' (Ahmed, 2012, p.33), there are alternative approaches which exist for reshaping diversity discourses in HE. For instance, Ahmed (2012, p.22) explains her view of the transformational potential of diversity and states 'A typical goal of diversity work is to institutionalise diversity. A goal is something that directs an action.' It is an aiming for. This conveys Ahmed's (2012) belief that transformative actions must accompany diversity discourses in universities. Ahmed (2012) criticises universities which overlook or downplay challenges associated with diversity which she attributes to the ongoing concealing of 'systematic institutional inequalities' (2007, p.237). In contrast to inclusivity approaches to diversity which have been criticised for concealing social inequalities (Ahmed, 2012), transformative approaches to diversity are characterised by their transformational and developmental dimension. Ahmed (2012) explains that policies and actions which challenge and transform systematic inequalities and practices lie at the core of diversity work in universities.

Blackmore (2006) also points to the potential of transformative approaches to diversity from others. She emphasises that transformative discourses on diversity extend beyond symbolic or tokenistic representations of diversity within institutional policies. A critical feature of transformative approaches to diversity is the view that the participation of individuals from different groups across all levels of society is primarily a democratic rather than an educational issue. A transformative perspective of diversity therefore views the role of the state as one which should recognise differences across society and play an active role in ensuring the redistribution of resources, which involves state intervention in the markets. Moreover, commitment

from the state to transform structures of power within society drives transformative approaches to diversity.

Blackmore (2006, p.185) clarifies that transformational diversity in education should challenge assumptions on the 'role and practices of education and leadership, and the nature of society and organisations in multicultural democratic societies in a pluralistic and democratic society.' At an institutional level, a transformative approach is progressive in terms of educational objectives and experience. She criticises policies developed under the guise of 'managing for-diversity' which are often reduced to tokenistic actions or activities such as culture days or multicultural festivals. Instead, she advocates a transformational diversity which encourages recognition, respect and understanding of group identities and individual differences. In contrast to criticisms of neoliberal influenced approaches to diversity in universities which reduce diversity to a commodity requiring management discussed earlier (Ahmed, 2012; Olssen and Peters, 2005), Blackmore (2006) cites drives for bilingualism in schools in Canada, New Zealand and the USA as successful examples of transformational 'managing for-diversity'.

Blackmore (2006, p.189) views curriculum and pedagogy as sites for developing 'new identities'. However, in the context of a competitive HE market and a global knowledge economy, she acknowledges that curriculum and pedagogy are often reduced to discourses of 'generic and transferable competence and skills' which often lack substantial cultural value. Similarly, Ahmed (2012, p.78) discusses curriculum and criticises universities for reducing diversity discourses at curriculum level to skills and competences associated with 'global citizenship'. Despite the potential of transformation of attitudes towards power and respect towards differences through curriculum, Ahmed (2012) explains that increased competition in

HE has led to the domination of curriculum discourses on diversity which reduce diversity to skills, competences and graduate attributes.

3.5 Categorising differences; stereotyping and othering

Kumaravadivelu (2003) articulates the classroom as a ‘multicultural mosaic’ and an extension of sociocultural reality with a focus on international diversities, this study explores international student and staff experiences within a university as a microcosm of this ‘multicultural mosaic’. Within British HE, there are increasing numbers of international students who contribute to the complexity of diversity within universities which can cause tension between students and groups which are manifest through the process of othering and stereotyping. Power struggles, hierarchy and marginalisation index power relationships across education which are intensified within the socially complex classroom. In this context, Moncada Linares (2016) shows the transformative potential of ‘othering’ as a pedagogical tool to reduce prejudice and increase understanding of differences. Moreover, Moncada Linares (2016) explains that governments, educational institutions and other social agents must advocate resistance to prejudice, discrimination, inequality and human rights abuse.

Moreno-Lopez (2004) views classrooms as microcosms of society and spaces in which identities and power are reshaped and/or reinforced based on a set of socially constructed beliefs, values and behaviours against the ‘other’. She explains that relationships, biases and prejudices may emerge within the classroom environment based on the values and constructions of the ‘other’ based on learner and teacher discourses. This is more so the case within socially complex classrooms as the dichotomy between the ‘self’ and ‘other’ point to an individual’s understanding of what is considered ‘normal’ or familiar’ in contrast to the ‘abnormal’ or ‘foreign’

(Moncada Linares, 2016, p.131). Language is thus a medium for constructing and challenging identities whilst ‘othering’ is a consequence of student mobility which renders HE and the university classroom a site of inequality.

As an epistemological concept, Suomela-Salme and Dervin (2009) view ‘othering’ as the objectification, differentiation or simplification of an individual or group in relation to ‘the self’. This process leads to the binary socially constructed notion of ‘us’ and ‘them’ which can alienate individuals and groups by reinforcing stereotypes, discrimination, prejudice and injustice. The stereotype is a discursive device which marks distinctions between the ‘self’ and the ‘other’. Stereotypes represent essentialist assumptions of part of a person based on a limited number of characteristics. Despite the increase in diversity across societies and widely held egalitarian views, stereotyping often occurs and can lead to stereotypical beliefs about social groups and the self (Lun, Sinclair and Cogburn, 2009). Across chapters nine to eleven, despite notions of the normalisation of complex diversities within society we see how students and staff ‘other’ students and community members based on differences, particularly differences in nationality and ethnicity.

Research on the process of ‘othering’ span education studies. In TESOL (Teaching English to Speakers of Other Languages), studies point to the ‘othering’ of both teachers and students based on a range of sociocultural practices such as language and religion. For instance, Palfreyman (2005) studied constructions of teachers and students within a Turkish university and found native-English-speaking teachers ‘othered’ their non-native-English-speaking colleagues and students based on manifestations of difference. He argues that a combination of socioeconomic class, gender, national identity and power influence individual views and penetrate discourses which construct Turkish people as the ‘other’.

Rich and Troudi (2006) investigated the language practices of teachers and students within a TESOL graduate programme and identified the ‘othering ‘of a group of Muslim Saudi Arabian students as a result of Islamophobic discourses. Members within this language learning community, i.e. teachers and students, were shown to racialize the group of five Muslim Saudi Arabian students, in particular, through referring to nationality, ethnicity and religion as categories of difference. The minority of Saudi Arabian students felt marginalised and inferior to other members of the learning community due to student and teacher discourses which characterised them as being lazy, un-intelligent individuals who were likely to be terrorists.

Moncada Linares (2016) explores the concept of ‘othering’. In contrast to the negative attitudes and consequences of othering as highlighted by Palyfreyman (2015) and Rich and Troudi (2006), Moncada Linares points to the transformational potential of ‘othering’. Moncada Linares examines the potential of the ‘other’, ‘the self’ and the process of ‘othering’ as a pedagogical tool to increase cultural awareness within the cross-cultural and language classroom. She explores how increasing student awareness of the relationship between ‘real-world’ issues and the process of othering can encourage students to explore their cultural knowledge, i.e. values and beliefs, whilst reconstructing the ‘other’. She advocates teachers should promote ‘oneness’ as a means of constructing a mutual respect, recognition and collaboration as a means of encouraging intercultural exchanges rather than the use of ‘othering’ discourses which reinforce misconceptions and prejudice.

Embedded within Moncada Linares’ (2016) notion of ‘oneness’ is an emphasis on core values including respect, unity and tolerance as a means of ensuring a cross cultural dialogue to facilitate reinterpretation and increased understanding of the other. Viewing ‘othering’ as a pedagogical tool to promote ‘oneness’ and to increase

cultural dialogue at classroom level and beyond in contrast to reductive discursive constructions of 'othering', Moncada Linares (2016) outlines the transformative potential of this epistemological and philosophical concept. Analysis of research questions two and three explore the role of curriculum design in developing student understanding of diversities within the student population, particularly through encouraging interaction amongst the socially complex student body.

3.6 Conviviality

Gilroy (2004) developed the concept of conviviality whilst analysing the boundaries of race, ethnicity and culture and the fluidity of identity in the context of human interactions. While he does not focus on 'diversity', he is interested in how sameness and difference interact with one another in society whilst advocating a shift from reductive discourses which amass culture with ethnicity. With the development of international student migration and high numbers of international students in the British HE system, student populations in British universities provide a context for exploring conviviality in HE.

For Gilroy (2004), conviviality represents the process by which multi-culture has become a normal feature of postcolonial urban areas. More specifically, Gilroy (2004) identifies conviviality as a natural societal evolution based on mobility and the everyday activities within communities rather than an outcome of government social policies. Furthermore, Gilroy (2006) explains that conviviality does not overlook that challenges relating to the interaction of sameness and difference within socially complex urban areas. Thus, conviviality accounts for the notion of diversities co-existing and interacting within spaces whilst maintaining differences, such as religious and linguistic practices. Moreover, racial and ethnic difference are

considered ordinary within conviviality, whilst divergences in lifestyle and taste are viewed as socially divisive.

Gilroy (2006) presents conviviality as a term which encapsulates the ability of ordinary individuals to manage tensions whilst living together in diverse settings. As a concept and lens, in acknowledgment of the presence of racism within society, Gilroy (2006, p.4) explains that conviviality facilitates exploration of 'what it means to live together'. Within such multicultural spaces, individuals frequently encounter diversity, so much so, that Gilroy (2006) describes multiculturalism as 'banal and ordinary.' He explains that within diverse areas, though individuals may encounter difficulties and conflicts, they are able to overcome issues together. In contrast to inclusive and celebratory conceptualisations of diversity, conviviality recognises difference and provides a contextual lens for exploring everyday conflicts and the actions required to overcome challenges surrounding social differences.

As a concept and frame for diversity, conviviality provides the scope to identify and examine everyday realities within multicultural areas characterised by social differences. Idealised normative approaches of conviviality tend to construct celebratory discourses of living together within diverse contexts. For instance, Nowicka and Vertovec (2014, p.342) use conviviality as an analytic tool to explore how individuals are able to 'live together successfully' and overcome social differences within large scale social orders, such as cosmopolitanism. Similar to Gilroy (2006), Morawska (2014) views conviviality as a concept and approach which accepts and seeks to understand how individuals overcome differences in their 'daily lives' and form 'convivial relations' in diverse areas. Wise and Velayuntham (2014, p. 425) extend their interpretation of conviviality beyond social interactions across differences. For them, conviviality is 'atmospheric' and captures 'something more

embodied, habitual, sensuous and affective that carries over beyond the moment'. In later chapters, I discuss differences within the international student population which international students and staff articulate as being challenging in the HE context.

3.7 Everyday multiculturalism

Wise and Velayutham (2009) explore everyday encounters of diversity within a variety of settings around the world, including an international food court within an Australian shopping mall, neighbourhoods within northern England, and a gym based in Brooklyn New York. Though encounters of difference vary from context to context, the commonality of encounters of difference discussed identified by Wise and Velayutham (2009) is that they take place within 'everyday spaces.' In HE, 'everyday spaces' populated by students and staff in which 'everyday multiculturalism' occur include spaces within university campuses such as lecture theatres, classrooms and online learning environments.

Wise and Velayutham (2009) emphasise the significance of exploring how cultural diversity is experienced and negotiated in everyday situations and how these interplay with power and wider discourses of politics. This differs from top-down approaches to multiculturalism which focus on the management and containment of diversity through nation state policies. The political dimension of everyday multiculturalism supports exploring both global and national factors inclusive of the increase in market practices in HE and national policies as drivers of diversity in HE. More specifically, the political dimension of everyday multiculturalism provides the scope to evaluate the implications of how global and national policies influence diversity in everyday spaces in HE.

Wise and Velayutham (2009, p.3) define everyday multiculturalism as a grounded approach to exploring everyday encounters and experiences with diversity in specific situations and spaces. This approach focuses on the 'micro-sociology of everyday interaction' whilst accounting for how wider social, cultural and political factors influence diversities within everyday situations. Similar to conviviality, as a concept and lens, everyday multiculturalism is a tool for studying everyday encounters with diversity within specific contexts, such as HE. As a concept and analytical lens, everyday multiculturalism has the capacity to identify and discuss context specific aspects of everyday experiences with diversity in HE and situate these experiences within a global political context.

3.8 Commonplace Diversity

Wessendorf's (2014a, p.2) concept of commonplace diversity, i.e. 'the normalcy of diversity' provides an additional approach to understanding diversity. Commonplace diversity exists in areas of complex patterns of migration and diversity, where cultural diversity is considered the norm and forms part of the quotidian lives of local citizens (Wessendorf, 2014). Commonplace diversity is a concept and analytical tool which challenges previous approaches to migration which were focused on ethnicity and identity (Padilla, Azevedo and Olmos-Alcarez, 2015). For Wessendorf (2016, p. 450), commonplace diversity represents 'the historical process of diversification and the normalisation of diversity over time… which has led to convivial relations between people of different backgrounds …'

Wessendorf (2014 and 2014a) distinguishes between individuals who lack awareness of diversity within their milieu and commonplace diversity which implies the habitualisation of diversity. Thus, commonplace diversity is experienced when

individuals are simultaneously aware of and accustomed to diversity. She (2014a) elaborates upon her view of conviviality, which she associates with issues experienced by individuals within everyday interactions such as shopping in a local supermarket, trying to access educational and health resources. Similar to conviviality and everyday multiculturalism, as an analytical lens, commonplace diversity supports identification and discussion of everyday commonplace interactions with diversity in HE. As education is at the core of HE, the role of educational differences within commonplace interactions and attitudes towards overcoming differences is supported by commonplace diversity.

In terms of identity and belonging within diverse and superdiverse areas, Wessendorf (2014 and 2016) uses interview data to show that commonplace diversity facilitates the settlement process for newcomers. She also finds that increased heterogeneity, including diversity visible through religious clothing, or diversity in language practices creates confidence, and a 'sense of belonging' for individuals who may otherwise 'stick out' in 'less diverse places' (2016, p.4). Moreover, Wessendorf (2014) attributes the lack of conflict and sense of unity within associated with commonplace diversity to an 'expectation' or 'belief' that people 'should mix' within socially complex areas, such as university campuses with high numbers of international students.

Conviviality, the basis of Wessendorf's (2014) concept of commonplace diversity, has not been met with universal approval. For instance, Ahmed (2008) and Valentine (2008) view conviviality as being over celebratory and lacking the critical edge to identify patterns of exclusion and racism. Ahmed (2008), Valentine (2008) and Vertovec (2015) question the extent to which convivial encounters within superdiverse areas contribute to changes in attitudes towards diversity. However,

similar to Gilroy (2006), Wessendorf (2014) acknowledges that tensions may accompany convivial relations in superdiverse settings, which she attributes to difference in class and educational backgrounds. Acknowledgment of the role of educational differences as a source of conflict in superdiverse areas as a feature of commonplace diversity is critical in my study on diversity in HE.

Wessendorf (2014a) explains that within superdiverse contexts, some individuals may be able to function in their quotidian lives whilst holding prejudices. In particular, she uses a combination of interview and observational data from residents of the superdiverse London borough of Hackney to discuss how individuals engage with differences. She finds that individuals use civility as a strategy to help communication and understanding of differences and thereby generate positive relationships. However, she finds that residents also use civility as a strategy to avoid deeper interaction with difference and thereby avoid conflict. Her observations of a coffee morning with female residents with a range of nationalities, first languages, ethnicities and religions showed that in spite of acknowledging differences, the women avoided elaborating or discussing differences in depth as a means of showing respect, accepting differences and avoiding conflict.

Irrespective of the prejudices which individuals may hold, Wessendorf (2014) associates their ability to participate, interact and potentially contribute to superdiverse societies with a positive attitude. Wessendorf (2014a) associates positive social relations with commonplace diversity, attributing negative views held by individuals within superdiverse contexts to class backgrounds rather than ethnicity. In fact, her research indexes inequalities surrounding poverty as more pertinent and controversial in comparison to cultural differences in superdiverse contexts such as Hackney, due to the banality of such differences.

3.9 Conclusion

The conceptualisations of diversity discussed across this chapter are influenced by historical power struggles, politically imposed discourses including neoliberalism, whilst others represent the everyday realities of living in socially complex environments. I have shown how market competition in HE has led to the commodification of diversity within university populations which tend to celebrate and promote diversity by promoting assimilation and concealing inequalities. The concepts of conviviality, everyday multiculturalism and commonplace diversity have received criticisms for failing to represent tensions caused by social differences within socially complex spaces, including university campuses. However, these sociological concepts can provide a lens to exploring diversity within socially complex spaces and identify challenges, prejudices and strategies adopted to overcome difficulties in these environments. The discursive tool of ‘othering’ and ‘stereotyping’ has also been discussed and whilst representing a reductive view towards diversity, ‘othering’ can be used as a pedagogical tool to transform attitudes towards diversity. Transformational conceptualisations of diversity, particularly within education through institutional strategies and curriculum have the potential to stimulate cultural discourses and bring about societal level changes in attitudes towards diversity.

Chapter 4

Superdiversity and international student migration in Higher Education

4.1 Introduction

In this chapter, I evaluate the potential of Vertovec's (2007) concept of superdiversity as an extension to the discourses and ideologies about diversity outlined in the last chapter. I suggest that superdiversity is particularly useful to explore student migration in HE because of its acknowledgement of the intersectionality of complex variables in play which can be used to capture the diversification of diversity. I draw on four of Vertovec's variables: country of origin (4.4.1) migration channels and immigration status (4.4.2), access to employment (4.4.3) and human capital (4.4.4).

4.2 Superdiversity

Superdiversity is a sociological concept introduced by Vertovec (2007) to capture the unprecedented levels of diversity over the last 30 years in European cities. Vertovec (2007) and Meissner and Vertovec (2015) contrast superdiversity from previous understandings of diversity whilst discussing the increasing complexity of social spaces. Not a theory (Vertovec, 2017), superdiversity remains a conceptual work in progress (Meissner and Vertovec, 2015) which seeks to be applicable to global contexts. Furthermore, superdiversity has the capacity to critique ideologies, particularly those of neoliberalism, and serves as a means of identifying and addressing inequalities (Blackledge and Creese et al., 2017).

Vertovec (2007) intended for superdiversity to encompass migration and the interplay of diversities resulting from multiple forms of mobility. Blackledge and Creese et al (2017, p.3) outline the range of mobilities through which individuals come into contact within superdiversity: 'migration, invasion, colonisation, slavery,

religious mission, persecution, trade, conflict, famine, drought, war, urbanisation, economic aspiration, family reunion, global commerce and technological advance.' Such mobility encompasses movement within national borders and in online spaces. Thus, superdiversity is a versatile concept which encompasses the intense and complex mobilities of globalisation. The scope and versatility of the concept of superdiversity and its analytical potential are useful in exploring student migration in HE.

As a descriptor, superdiversity responds to changes in global migration flows and resulting diverse populations in modern urban spaces. Vertovec's (2007, p.1025) investigation on diversities in the UK criticises earlier research for an overly simplistic approach by focusing on ethnicity, arguing that modern cities, in particular London, are experiencing the 'diversification of diversity'. He distinguishes current migration flows from previous migration flows by situating superdiversity within current global processes, particularly social mobility. Vertovec (2007) also characterises current migratory flows with increased complexities of nationality, ethnicity, linguistic and religious backgrounds. In comparison to alternative concepts, including diversity, multiculturalism and integration (Meissner, 2015), superdiversity is able to represent a dynamic and complex matrix of variables associated with current diversities.

Vertovec (2007) introduces superdiversity as a summary term, which provides a multi-dimensional lens towards diversity and accounts for the multiple factors which influence an individual's life. He acknowledges that the variables or factors that he associates with superdiversity are not new, rather, 'it is the emergence of their scale, historical and policy-produced multiple configuration and mutual conditioning that now calls for conceptual distinction' (p.1026). Vertovec (2007) therefore also assigns an analytical dimension to superdiversity whereby superdiversity permits researchers

to investigate migratory flows and contemporary social complexity. Vertovec (2007) identifies superdiversity variables which provide a framework for researchers to investigate superdiverse contexts and prevent an overly narrow attention on ethnicity, thereby responding to criticisms of earlier studies on diversity.

In providing an analytical lens to international migration and internal differentiation within societies, Vertovec (2007) conceptualises superdiversity as a new 'narrative' of discourse which responds to criticisms of celebratory notions of multi-culturalism. Goodson and Grzymala-Kazlowska (2017, p.3) discuss the concepts of a 'fluid society' and 'super-mobility' whilst discussing the recent rapid changes in society. They attribute superdiversity to the layering of migration flows alongside established differences within communities and advocate new methodological approaches to exploring such socially complex spaces. They criticise previous methodological approaches to exploring socially complex spaces for focusing on ethnic diversity whilst overlooking the myriad of factors existing within populations. They argue a superdiversity lens has the capacity to capture the intricate matrix of perspectives and differences which converge within superdiverse environments to inform understandings of the world and shape the development of social theories, policies and practice.

Meissner and Vertovec (2015, p.546) acknowledge that our understanding of superdiversity is on-going and that the processes of 'diversification' can be 'very context-specific'. They outline the importance of accounting for the histories of diversities and migration flows to and from set contexts, which affect new and long-term residents. Additionally, they highlight the importance of comparative studies into superdiversity in specific contexts, as identifying patterns of differences in certain contexts can increase our understanding of superdiversity. Similarly, Grzymala-

Kazlowska and Phillimore (2017) emphasise that a superdiversity lens facilitates the study of ‘new’ and ‘old’ international migrants alongside established populations, including minority groups within a specific space. Vertovec (2007) intended for superdiversity to extend beyond an overly focused attention on ethnic and national diversities and Blommaert et al’s (2017) more recent discussion views superdiversity as a critical approach to exploring current social complexities. On this basis, Blackledge and Creese et al (2017p.3) consider superdiversity a concept and analytical tool with the potential to provide interdisciplinary insights on the complex changes in ‘social and cultural worlds’.

Meissner and Vertovec (2015) explain that a superdiversity approach is capable of illuminating nuanced features of complex societies that span discipline areas, including migration and theories of mobility, sociolinguistics and social interactions. They specify that a superdiversity framework has the capacity to re-shape our understanding of ‘inequality’, ‘prejudice’ and ‘segregation’. Thus, similar to social justice approaches to diversity discussed by Ahmed (2012) and Blackmore (2006), Meissner and Vertovec (2015) add a social justice dimension to superdiversity to reveal inequalities and power differences in superdiverse contexts, including HE.

Acosta-Garcia and Martinez (2015) employ a superdiversity lens in preference to an ethno-focal lens to investigate inequalities in indigenous communities. Their literature review and analysis of data highlights the relationship between mobility, urbanisation and changing historical perspectives of diversity in Mexico. Resonating with Meissner and Vertovec (2015) who highlight a social equality dimension of superdiversity, Acosta-Garcia and Martinez (2015) argue that the concept of superdiversity provides a lens to the multi-layering of population settlements in Mexico. They challenge earlier discourses of ‘mestizaje’ which was used in the first

half of the twentieth century to represent the cultural and biological mixtures in Mexico for concealing indigenous populations and for driving a ‘whitening’ agenda. They advocate a superdiversity lens particularly within bureaucratic processes in public and private institutions which are based on established prejudices and tend to ‘other’ minority groups. Superdiversity moves away from an ethno-focus enabling analysis of the matrix of current and previous migrations and diversities. A superdiversity lens can reduce prejudice against minorities by increasing understanding of discrimination within social processes. Superdiversity thus has the potential to instil social equality at a policy level, thereby preventing ongoing discriminative practices encountered by minority groups.

Superdiversity has however been challenged by Flores and Lewis (2016, pp.106-107) for failing to examine ‘the political and economic causes of this increased mobility’ and criticise its lack of ‘engagement with neoliberalism’. Instead, they claim that superdiversity is ‘ostensibly focused on mobility and globalisation’ and advocate engaging with neoliberalism as a means of addressing political and economic factors which are overlooked by superdiversity. They argue for engaging with neoliberalism as a means of forming a contextual understanding of the migration flows which contribute to high and complex levels of diversity in some areas. However, Blackledge and Creese et al (2017, p.4) argue that superdiversity can be used as a tool for identifying social inequalities arguing against neoliberalism. They explain that, superdiversity also ‘seeks to critique the ideological and structural apparatus of neoliberalism to address inequality in all its forms…’ In this way, a superdiversity lens supports exploration and the identification of inequalities relating to student migration and international students, which may be concealed with neoliberal framings of diversity in HE.

Superdiversity can also be applied to policies, as policymakers must account for the complex interplay of variables within communities associated with population change and global migration (Vertovec, 2007). Meissner and Vertovec (2015, p.551) explain that examining 'day-to-day practices' relating to policies 'can reveal how different configurations of diversity are dealt with.' They acknowledge the challenges faced by policy makers attempting to address the reconfigurations of difference within heterogeneous societies and present superdiversity as an approach that accounts for the dynamic societal changes with the potential to highlight patterns of inequality in everyday activities. A superdiversity lens therefore has the potential to reveal and increase understanding of how HE is changing in the correct political and economic climate in relation to the internationalization of its student body. I will therefore make use of a superdiversity lens in describing how MB University has constructed its strategy and curriculum and for capturing the voices of its different stakeholders.

The superdiversity framework has been used by others in this way to analyse other institutional contexts. For example, Phillimore (2011) and Phillimore et al (2016) examine healthcare systems in superdiverse societies and argue that healthcare systems do not support heterogeneous communities; instead, they are suitable for homogenous populations. Phillimore et al (2016) therefore recommend the redesign of healthcare services in response to superdiverse populations rather than a system which 'expects migrants to cope'. In another study, Phillimore et al (2016a) identify that in spite of an awareness and practices which support diverse faiths and languages within superdiverse societies, there remains a lack of support for other variables such as immigration status. Their literature review reveals that healthcare generally fails to account for pluralism within diverse or superdiverse societies. The findings of Phillimore et al (2016 and 2016a) extend beyond the healthcare service,

across sectors and institutions. My study considers current HE responses to a heterogeneous student body through policy and curriculum which I discuss in further detail in relation to superdiversity variables. Before considering superdiversity variables in the context of HE, it is vital to acknowledge the various criticisms of this sociological concept and analytical lens.

4.3 Criticisms of superdiversity

Conceptualised as a descriptor and analytical term during a period of intense demographic changes in the early 21st century in London (Vertovec, 2007), Vertovec (2017) acknowledges the cross-disciplinary criticism which superdiversity has received. Superdiversity has been challenged as a descriptor of diversity within society (Demeurt, 2014) and as a descriptor of language diversity in sociolinguistics (Reyes, 2014, Pavlenko, 2014 and Flores and Lewis, 2016).

In her investigation on digital superdiversity, Deumert (2014) discusses the meaning of the prefix ‘super’. She explains that in the English language, ‘super’ is equivalent to ‘hyper’, whereby super or hyper are used as a descriptor. Accordingly, Deumert (2014, p.117) points out that superdiversity is, or ought to be, distinct from diversity. This leads her to question ‘how do we know if something is not ’just diverse’ or ‘ordinary diverse’, but indeed ‘superdiverse?’ As a social descriptor, Deumert (2014) outlines the importance of identifying a point of distinction between diversity and superdiversity whilst acknowledging the challenge of quantifying diversity in real terms.

Whilst distinguishing between diversity and superdiversity, Deumert (2014, p.117) asks:

> Are the diversities we see in the contemporary metropolis or in digital spaces quantitatively and qualitatively different from the diversities of, for example, multilingual colonial or post-colonial cities or the complex historical contact situations which gave rise to the emergence of pidgin/creole languages?

In this way, Deumert (2014) challenges the implications of superdiversity as a descriptor for current 'intense', 'unprecedented' and 'complex'' diversity (Vertovec, 2007, p.1043) which by implication, 'supersedes' that of previous diversities and migration flows. She questions the notion of such a claim, and thereby, the validity of superdiversity as a descriptor.

Reyes (2014) also discusses the significance of three increasingly popular prefixes in social research; 'super-new-big', 'super' being the prefix for superdiversity. Her study explores the reconceptualization of 'diversity, media and data' in search of determining the extent to which these concepts rely on 'assumptions' about reality and whether or not we are experiencing 'unprecedented' changes. Similar to Demeurt (2014), Reyes (2014) questions the difference between 'regular diversity' and superdiversity. Demeurt (2014), Reyes (2014) and others (Pavlenko, 2014 and Flores and Lewis, 2016) criticise the limited contemporary application of superdiversity for implicitly disregarding diversities associated with historical migrations.

Whilst examining the implications of the prefix 'super' within superdiversity, Reyes (2014) states that diversity or categories of difference, including culture, ethnicity and language have been the subject of linguistic anthropology for a long time. Furthermore, she explores fundamental questions including whether or not diversity exists, or whether or not it is constructed by researchers or participants. According to Reyes (2014), superdiversity in sociolinguistics is speaker rather than listener focused, which leads her to attribute the 'complexity' or 'unprecedented' diversity

which are characteristic of ‘superdiversity’ (Vertovec, 2007) to a change in the ‘listening subject’, i.e. ‘those authorised to speak about migrants’. Similar to Deumert (2014), this leads Reyes (2014, p.368) to question the distinction between superdiversity and previous notions of diversity.

Flores and Lewis (2016) also challenge the premise that superdiversity is responsive to a new form of diversity as the features of superdiversity are in line with worldwide ‘diversities’ overtime (Canagarajah, 2013; Flores and Lewis, 2016; Makoni and Pennycook, 2007). Flores and Lewis (2016, p.106) cite a lack of evidence supporting the claim that ‘super-diverse language practices are new’. Furthermore, Flores and Lewis (2016) challenge the novelty of superdiversity by highlighting the contrast between academics who comment upon the complexity of the language practices amongst language minoritized communities and members of these minority communities for whom such practices remain normal. Flores and Lewis (2016) use the normalisation of complex language practices within minoritized communities by community members to demonstrate that language practices stem from an evolutionary process which forms the premise of their criticism of the ‘novelty’ of superdiversity and superdiversity in sociolinguistics.

Moreover, in assuming that superdiversity represents ‘unprecedented’, ‘complex’ and ‘intense’ diversity, Flores and Lewis (2016, p.105) criticise superdiversity in sociolinguistics for erasing ‘the historical struggles of language-minoritized populations and the similarities between the historical language practices of these communities’. Flores and Lewis (2016) view superdiversity in sociolinguistics as a limited ahistorical concept and approach to studying the complex evolution of language practices. This argument resonates with earlier discussions which challenge the increasing circulation of the term diversity as a replacement of

equality, for its distance from social justice and equality issues and concealment of power struggles (Ahmed, 2012). Thus, similar to diversity, superdiversity has received criticism for distancing itself from the history and struggles of minority language communities (Flores and Lewis, 2016).

Blommaert et al (2017) challenge those who criticise the concept and lens provided by superdiversity. They consider a superdiversity orientation extends beyond binary conceptualisations of diversity of majority versus minority cultures and ethnic, rational and national groupism. Similarly, Blommaert et al (2017) view superdiversity as a critical approach to exploring 'complex realities' which supersedes previous approaches which sought to simplify nuances of diversity by focusing on national and/or ethnic diversities. Blackledge and Creese et al (2017, p.3) also outline the potential of superdiversity as an interdisciplinary lens on 'change and complexity in changing social and cultural worlds' which is most relevant in Western Europe based on United Nation figures of 76 million international migrants in Europe in 2015 (Hall, 2017). They outline the potential of superdiversity in exploring migration in virtual and physical spaces due to the connection between superdiversity variables and the context. Consequently, a transferable lens, superdiversity can increase understanding of changing mobilities and complexities in a variety of environments.

4.4 Superdiversity variables and student migration

Superdiversity is distinct from previous conceptualisations of diversity in that it accounts for the proliferation and interplay of multiple variables associated with current diversities represented by previous and current patterns of migration (Vertovec, 2007). Variables associated with superdiversity include country of origin, immigration channels and legal status, access to employment and human capital,

each of which interplay with other variables within society, including diversities within the locality. As dynamic context, Meissner and Vertovec (2015) discuss the need to identify and increase our understanding of context specific features of superdiversity. A superdiversity lens, facilitated through HE specific exploration of superdiversity variables can contribute to our awareness of the complexities of student migration-led superdiversity in HE.

4.4.1 Country of origin

Country of origin is a superdiversity variable (Vertovec, 2007) which represents multiple categories of difference such as language, religion and traditions which stem from the countries of origin of individuals within heterogeneous populations. Vertovec (2007) criticized earlier migration and diversity studies for their over attention on ethnicity. He argued that these earlier studies failed to represent the current complex diversities of urban European cities which extend beyond those relating to countries sharing a colonial history. Earlier migration populations have now settled into countries and have contributed to the ethnic, language and religious diversity within local populations. Current mobility and migration channels, including student migration, intertwine with and add to the existing mosaic of diversities resulting from the complex layering of previous migrations within local superdiverse populations. Birmingham City Council (2013) describes Birmingham as one of Europe's most 'superdiverse cities', with immigrants from over 187 countries (Phillimore, 2015). The range of diversity categories such as ethnicity, language and religion relating to country of origin within universities situated in superdiverse cities, as is the case in this study, are comprised of diversities within the international and local student population. Moreover, in representing the multiple diversity categories across both local and international student populations, consideration of superdiversity variable

country of origin (Vertovec, 2007) shows how superdiversity supersedes previous migration studies which tended to focus on ethnicity (Vertovec, 2007).

4.4.2 Student migration and immigration status

Whilst introducing superdiversity, Vertovec (2007) discussed the increasing numbers of immigrants to the UK in the 1990s which coincided with an increase in the types of migration channels and immigration statuses. Vertovec (2007) identified students as one of the critical migration flows to the UK which requires specific immigration legislation, visa criteria and migration status. However, whether or not students should be classified as migrants is a contested issue. Overseas students coming to the UK are included in immigration and net migration figures; affecting calculations used to determine national and local population figures, influencing future government migration planning. However, as students are also temporary migrants, the majority of whom emigrate from the UK following their studies; there is call for migration statistics to account for student emigration (ONS, 2016a).

The crucial role of international students across the HE sector alongside increased competition across the sector and the contribution of international students to the UK economy has been discussed in chapter 2. Within the UK, all HE students are required to pay tuition fees. At the time of writing this thesis, at MB University, undergraduate international tuition fees range between £13,500 and £16,500 in contrast to the £9250 tuition fee which Home students and students from EEA (European Economic Area) countries are required to pay. Universities UK (2017) state that in 2014-2015, the UK HE industry generated £25.8 billion within the UK economy. £10.8 billion of the income generated is attributed to the financial contributions of international students, i.e. students from outside the UK and EEA, through tuition fees and accommodation costs; a further £5.4 billion is attributable to

goods and services purchased by international students. However, the contribution of student migrants to the UK economy is dependent upon mobility, global markets and migration legislation.

Immigration status is a dimension of superdiversity variable 'migration channel and immigration status' (Vertovec, 2007) which refers to the visa status of migrants. Vertovec (2007) argues that the examination of legal status prevents the oversimplification and focus on ethnicity within earlier approaches to diversity research. Through highlighting the potential variety of Somali migrant statuses within the UK, Vertovec (2007) shows that individuals of the same ethnicity can hold multiple legal statuses within the UK, thereby exemplifying the multidimensionality of superdiversity which is played out in socially complex spaces.

In the context of student migration in HE, tier 4 UKBA (UK Border Agency) regulations determine international student migration and student status. Within superdiverse cities, students belonging to one ethnic group may hold either international or home student status depending on their nationality, or, legal status. For instance, a British student can be of Indian ethnicity and classified as a home student, whilst another student of Indian ethnicity with an Indian passport who is able to meet tier 4 visa regulations will be classified as an international student. This discussion of immigration legislation shows how heterogeneity within local populations resulting from previous migration flows interplay with current flows of student migrants to HE, determining student status and tuition fees.

4.4.2.1 UKBA tier 4 international student visa criteria

UKBA determines tier 4 visa regulations which apply to students from non EU (European Union) countries or countries outside of the EEA (European Economic Area) (UK Government, 2015). Specifically, tier 4 visa applicants are required to

meet visa criteria which include sourcing a course and sponsor, demonstrating financial capital and English language ability discussed below. Additionally, upon satisfying tier 4 visa regulations, student migrants are required to engage with their HEI, which in turn must monitor and share evidence of student migrant academic engagements with the Home Office.

At present, student migrants from EU and EEA countries are not required to meet tier 4 visa criteria and are eligible for EU home student status. Student migrants from outside EU and EEA countries are granted international student status upon meeting tier 4 visa regulations (The Migratory Observatory, 2016). Subsequent to the UK's vote to leave the EU, Universities UK (2016) has been negotiating with the UK government to ensure that student and academic mobility are not restricted due to bureaucracy and immigration legislation. The Department of Education (Times Higher Education, 2017) has announced that undergraduate and postgraduate EU students enrolling in English Universities in 2018-2019 will pay home fees whilst remaining eligible for student loans, grants and research council PhD studentships.

When presenting the concept of superdiversity, the two biggest senders of international students to the UK are China and India (Vertovec, 2007). The UK remains the second most popular destination for student migrants after the US (ONS, 2016) within the globally competitive HE market. In March 2011, former Home Secretary Theresa May announced government plans to reduce the number of student visas issued by 70-80000, a reduction of above 25%, in spite of the annual £40 billion contribution of international students to the UK economy (UK Parliament, 2010). The decrease in number of non-European students entering the UK post 2010 (May, 2015; Blinder and Allen, 2015) therefore corresponds to changes in UK immigration legislation introduced by the 2010 elected British coalition government.

Changes in legislation included stricter visa conditions for non-EEA students; more rigorous requirements of HEIs offering visa sponsorship and more complex post-study work visa regulations (UK Parliament, 2010), each of which are discussed below. These modifications to visa regulations directly influence migration channels, in this case, student migration, and consequently, diversity within the HE student population.

The relationship between national level politics, student migration and immigration legislation is evident through political party attitudes and the calculation of national migration figures. The former coalition government and current conservative party practice of including student migration figures within UK net migration figures is controversial. The Conservative Party view of the relationship between student migration and legislation is apparent in the following extract from May's (2015) speech on student migration 'We rooted out abuse of the student visa system, and the numbers went down.'

The relationship between immigration legislation and ruling governments in determining student migrant access to the UK HE system shows how national legislation can act as a barrier or catalyst in determining student access to the UK HE system. This resonates with Vertovec (2007), who explains that in addition to determining an individual's relation to the state, legal status also determines an individual's potential to develop social and economic capital through setting student and employment visa criteria. UKBA legislation thus determines student ability to access HE and their subsequent ability to participate within the global knowledge economy. Superdiversity variable migration channel and immigration status (Vertovec, 2007) shows how a superdiversity lens can be used to identify potential inequalities experienced by student migrants.

Students can apply for a tier 4 visa after receiving an unconditional place on a course provided by a licensed tier 4 sponsor, i.e. a HEI which meets criteria set by the Home Office. Courses must be full-time with a minimum of 15 hours of facilitated learning, leading to a minimum of a level 6 qualification in accordance with OFQUAL (Office for qualifications and examinations regulation register). In order to receive an offer from a tier 4 sponsor, student applicants are required to demonstrate satisfactory educational qualifications. The ability to meet academic requirements relates to educational capital, which is the principal feature of human capital, another dimension of superdiversity (Vertovec, 2007) discussed below (4. 4.4). Moreover, HEIs which are awarded HTS (Highly Trusted Sponsor) status from the UKBA are required to monitor and report student data, including attendance records, to the British Home Office (2015).

Consideration of the financial contributions of student migrants stipulated by tier 4 visa criteria show how market competition in HE and access to financial capital shape student migration. Though a number of highly competitive international sponsorship opportunities remain, the majority of international students are fee paying students. Tier 4 visa regulations require student migrants to demonstrate ability to finance course fees and UK living costs for their first year of study (UK Government, 2015). As discussed in chapter 2, the spread of politically imposed neoliberal economic discourse has led to market competition in HE in which universities compete with one another to attract these high fee paying international students (Brown, 2008; 2018). However, the financial requirements of tier 4 visa criteria favours individuals with access to financial capital which shows how this element of visa legislation affecting student migration reinforces existing social inequalities.

Applicants for tier 4 visas must also demonstrate proficiency in English language to a minimum of IELTS level 5.5 in speaking, reading, writing and general comprehension from an examining body from an approved government list (UK Government, 2015). However, as with other visa criterion, social and economic capital and educational resources for individual students within their home countries play a role in determining an individual's ability to meet UKBA visa English language requirements. Only those with the economic and cultural capital, including English language skills required to satisfy VISA criteria are able to access the UK HE system. Consideration of tier 4 visa regulations within superdiversity variable migration channel and immigration status highlights the multidimensionality of superdiversity variables and shows how superdiversity acts as a lens to social inequalities in HE.

In setting national regulations regarding academic and English language requirements for students to access the UK HE system, tier 4 visa criteria constructs academic and English language qualifications as forms of capital. Tier 4 visa English language requirements set by the UKBA are indicative of the government's role and power to construct a hierarchy of English language varieties, in which English is valued. Students are also expected to employ a high level of English language in order to succeed within the UK HE system. The UK government and HEIs thus determine the global status of English language and establish hierarchy of English varieties by setting the English language requirements within tier 4 visa criteria and within university assessments.

Whilst discussing a sociolinguistics of globalisation, Blommaert (2010) identifies mobility as a critical feature of a sociolinguistics of resources. He explains that language functions tend to be embedded within local areas; however, mobility, and

language mobility, are contemporary realities of globalisation. Blommaert (2010) views the state as the principal centre of power in determining language norms and language policies. However, as a polycentric field, the state does not work in isolation and multiple agents, such as governments and institutions, control power and determine the value of resources, inclusive of language as a form of capital. The inclusion of English language as a tier 4 VISA requirement for international students shows the critical role and relationship between language, state, legislation, universities and student mobility.

Language resources have restricted mobility and, what may be suitable for one environment may not be for another as linguistic inequalities existing across languages and within registers, varieties and genres, marking orders of indexicality (Blommaert, 2010). Language is thus an element of superdiversity variables which determines an individual's ability to migrate and access resources, such as employment (Blommaert, 2010). Language capital is often determined by an individual's life opportunities and is critical in determining their scale of access to other resources. Blackledge and Pavlenko (2001) and Pavlenko and Blackledge (2004) assign power to those who speak dominant languages as they are not required to negotiate their identities or position through their language ability. Language criteria within tier 4 visa criteria and language practices in universities marginalise minority languages and construct English language as a global form of capital and the 'language that defines globalization' (Blommaert, 2010, p. 48).

4.4.3 Access to employment

Access to employment represents another variable of superdiversity (Vertovec, 2007). Tier 4 criteria restricts student migrant employment within the UK in accordance with level of study and course demands throughout the academic

calendar. For instance, VISA regulations determine whether undergraduate international students may work a maximum of 20 hours per week during term-time or during vacation only whilst postgraduate students can only work above 20 hours during the summer vacation if writing their dissertations. Student migrant access to employment and earning money whilst studying in the UK is therefore determined by tier 4 visa criteria and is an example of how migration legislation acts as a barrier to the financial capital for international students.

Additionally, limiting student access to employment may restrict the opportunities of international students to develop other forms of capital, such as English language and other communication skills whilst working. At a societal level, restricting student migrant access to employment through tier 4 visa regulations could prevent or limit the occurrence, and the normalization, of everyday encounters between student migrants and individuals within local areas. Reduced opportunities for social interactions in everyday activities is significant in view of the increase in complex diversities across urban areas and the value which Hall (2012) places on ability to socially engage within heterogeneous areas.

Within a knowledge economy, superdiversity variable access to employment post-graduation stimulates student migrants who strive to participate in the knowledge economy choose to increase their knowledge capital by studying abroad (Williams, 2010). Strands of globalization such as improved flows of information and communication resulting from technological advances support individuals in accessing information regarding universities and employment opportunities. As access to employment for student and economic migrants pre and post-graduation is determined by immigration legislation, analysis of access to employment highlights

the interplay between superdiversity variables immigration and legal status and access to employment (Vertovec, 2007).

The most popular post-study visa is the tier 2 PSW (post-study work) visa which was introduced as the principal route for graduates to stay in the UK (Oliver, 2015). Tier 2 PSW visa applicants must receive their job offer from a licensed employer with a salary above £20,500 for most jobs within 6 months of graduation, if not, they are required to leave the UK. The latter represents a controversial modification in tier 2 PSW visa criteria, as prior to 2012, graduates were able to remain in the UK for up to 12 months whilst applying for a PSW visa and securing employment. Such changes in visa regulations puts more pressure on graduates to secure employment and could discourage student migrants from both studying and working within the UK. International students and potential migrant workers are likely to be attracted to countries with less complicated and less restrictive visa regulations than the UK. Changes in UK industries resulting from PSW visas influence national employment rates, the economy and population demographics. The relationship between PSW tier 2 visa criteria and student migration therefore has the potential to influence the flow of student migration and consequently, the national economic income generated by this migrant group and HE market competition. A superdiversity lens on the interplay between superdiversity variables migration channel and legal status and access to work (Vertovec, 2007) shows how market competition in HE driven by politically imposed neoliberal economic discourse intersect with migration and employment legislation.

4.4.4 Human capital

Human capital is another superdiversity variable (Vertovec, 2007) and as discussed in chapter 2, HE is a catalyst for developing human capital, i.e. forms of knowledge

and knowledge production, which are determinants of economic success within a knowledge economy. Marginson (2000) and Marginson and van der Wende (2007) explain that new forms of knowledge and human capital are expected to emerge within the knowledge economy and universities are integral to state success within this global context. Stimulated by a desire to succeed within the knowledge economy, human capital is a critical concept within this study on international student diversity. There are multiple forms of human capital, including educational and language capital, and the value of human capital varies across and within contexts. Educational capital represents a form of human capital (Vertovec, 2007) which is integral to understanding diversity within migrants and migration channels (Meissner and Vertovec, 2015).

International students possess and represent diversity in educational capital, inclusive of educational backgrounds, attitudes towards learning and forms of knowledge. Carroll and Ryan (2005) explain that the increase in numbers of international students has led to an increase in the diversity of academic skills, educational capital, within the student population. The implications of diversity in educational capital are challenging for university teaching staff and international students. Lecturers must learn how to respond to a variety of student needs, which they may be unfamiliar with, whilst students are faced with an unfamiliar set of academic expectations. Carroll and Ryan (2005) explain that these difficulties may be compounded by varying levels of English language, local and discipline specific language particularities. Furthermore, students experience social and cultural interactions within curriculum and outside curriculum and again, are required to familiarize themselves with the conventions of their university and society. There is

thus pressure on both teaching staff and students to ensure that student are supported appropriately and able to access curriculum.

Despite demonstrating the required standard of educational capital required by university and UKBA tier 4 visa criteria in order to study as international students, Carroll and Ryan (2005, pp. 5-6) discuss the ‘deficit view’ which lecturers often associate with international students. Characteristic of the ‘deficit view’ is the perception that international students lack ‘critical thinking skills’, are ‘plagiarisers or rote learners’, have a poor command of English and have ‘awkward ways of participating in class’. They challenge the ‘deficit view’, arguing that the previous academic achievements, enterprise and confidence to study abroad and often, speak a different language quash deficit discourses. McMahon (2018, p.41) also disagrees with the concept of a ‘deficit view’, but, his series of interviews with international students identifies ‘the challenge’ of being an international student a dominant theme. McMahon (2018) finds that international students are daunted by the task of adjusting their existing academic and sociocultural skills to those which are required in their university, which differs from ‘deficit views’ towards international students’ educational capital.

Whilst examining educational capital amongst international students in an Australian university, Lin (2014) identifies educational background, including English language ability, as forms of educational capital. Using Bourdieu’s concepts of field, habitus and capital, she explores the narratives expressed by students from nine countries during a series of interviews. According to Lin (2014, p.369) educational experiences translate into curricular and institutional competences; an individual’s institutional capital is indicative of their ability to succeed in a particular educational context. The concepts and value of educational and institutional capital within a programme of

study are determined by educational policies, strategies, curriculum and the individuals who play a role in designing and teaching. Lin (2014) also finds that students use study strategies to modify their educational capital with the forms of educational capital of value within their Australian university. Her study showed that individuals accustomed to the educational practices of their international university setting are likely to find it easier to study and succeed academically than those whose educational experiences differ significantly.

Superdiverse learning environments, such as those with high numbers of international students, are likely to contain diversity in terms of educational capital. Lin (2014, p.369) uses the term ‘capital portfolio’ to encompass the collection of capital accrued by individuals and she outlines linguistic and educational backgrounds as forms of capital within a ‘capital portfolio’. In particular, she emphasizes the value of English language as a form of linguistic capital within the ‘capital portfolio’ in English speaking universities. The educational and linguistic backgrounds within an individual’s capital portfolio determines their ability to participate and succeed academically. Moreover, as a dimension of both superdiversity variables human capital and migration channel and immigration status (Vertovec, 2007), analysis of English language in association with international student migration highlights the complexity of language practices within internationalized universities.

As discussed in chapter 2, HE is an integral economic resource within a knowledge economy (Kostrykina, Lee and Hope, 2018) which is responsible for developing the relevant skills and knowledge of graduate employees (Marginson and van der Wende, 2007). Kostrykina, Lee and Hope (2018) criticize the knowledge economy for favouring scientific and technological knowledge which are often associated with

the west. Williams (2010) emphasizes the importance of examining the forms of human capital within the 'knowledge generation,' i.e. he outlines the significance of communication within teaching and learning. He distinguishes between individual and group learning within the knowledge economy, and views both the accumulation and exchange of social knowledge as critical forms of human capital. In particular, he discusses tacit knowledge associated with communication and the significance of interaction in the development of communication skills. The notion of communication as an element of human capital signals the responsibility of universities to provide opportunities for students to develop their communication skills. This has implications on curricular design, including learning activities and forms of assessment. For instance, group learning activities, particularly within classrooms with high numbers of international students, are an opportunity for students to develop their communication skills (Williams, 2010).

Identifying the role and value of tacit knowledge as forms of human capital opens the range of skills, activities and environments associated with this superdiversity variable. Everyday interactions within superdiverse environments such as shops, schools and universities provide opportunities for individuals to develop their communication skills. The potential of everyday interactions in providing opportunities for developing forms of tacit knowledge, including communication skills resonates with the notion that everyday realities and situations represent spaces for exploring conviviality (Gilroy, 2004), everyday multiculturalism (Wise and Velaythum, 2009) and commonplace diversity (Wessendorf, 2014). In HE, classrooms, lecture theatres and the internationalized university curriculum are examples of settings in which interactions take place. These spaces are sites or micro-contexts for studying

the interplay between everyday diversities and for considering communicative interactions within the HE environment.

4.5 Conclusion

This chapter has shown how Vertovec's (2007) concept and analytic lens of superdiversity can increase understanding of the intense and unpredictable mosaic of diversities in socially complex spaces. My interpretation of key variables of this multidimensional concept relating to student migration to the UK provides a lens to the complexities surrounding international student diversity in HE. This analytic frame reveals the intertwining of global, national and cultural factors such as migration, government legislation and educational backgrounds which shape student migration and penetrate HE. My discussion of how superdiversity variables intersect with one another in HE highlights individual, university and national level intricacies surrounding international student migration. In particular, my discussion of international student tier 4 visa criteria identifies universities and national legislation as centres of power as far as international student migration is concerned.

This chapter completes the contextual setting of competition in HE and international student migration to UK universities. In the next chapter I discuss my methodological decisions which influenced my approach to exploring competition and articulations of diversity in MB University.

Chapter 5
Research Methodology

5.1 Introduction

This chapter details the interpretive approach and features of constructivism which guided my methodological decisions in this linguistic ethnography on discourses on competition and diversity in MB University. I explain how principles of interpretivism shaped the formation of my research questions and in the following chapter, I continue to show how this methodological approach influenced my research design. Comprising of elements of ethnography and linguistics, I discuss how my experiences in HE constitutes the ethnographic component of this study, whilst discourse constitutes the linguistic component of this linguistic ethnography. Discourse is a central concept within this linguistic ethnography and influenced by Blommaert (2005, pp.2-3), I view discourse as 'language in action' and a lens towards 'meaningful semiotic human activity seen in connection with social, cultural and historical patterns and development'. After explaining my conceptualisation of discourse, I complete this chapter by discussing my interpretive approach to carrying out ethnographically informed discourse analysis presented across chapters 8-10.

5.2 Defining research questions and approaching doctoral studies

Hammersely (2007) specifies that research questions are often undefined in the first instance, instead, they tend to emerge within qualitative research. In this section, I explain how my research questions developed in response to literature reviewed and data, which is indicative of the flexible and sometimes uncertain nature of qualitative research.

Prior to my doctoral studies, I was a new arrival to the West Midlands. Being from the north of England, I was both surprised and inspired by the diversity which I encountered in schools, colleges and local HEIs. Whilst teaching English for Academic Purposes (EAP) in schools, colleges and universities, I began to appreciate the educational challenges which students face due to their linguistic and educational backgrounds. I was keen to improve my classroom practice and was particularly interested in language diversity in the classroom and cross-cultural communication in an educational environment.

With this in mind, an early version of my original research question was:

> Do culturally associated aspects of communication and educational experiences influence lecturer and student perceptions of teaching and learning methods in the UK HE context?

This question conveyed my initial area of interest in intercultural and cross cultural communication. Consistent with inductive approaches to qualitative social research used to generate new understandings and theory from data (Swann and Pratt, 2004), I also derived ideas and knowledge of the natural world from experiences and observations of natural phenomena. Consequently, previous literature and data generated shaped the research questions and my approach to data analysis. As I explored the literature and developed my research design, I began to appreciate that my communication and educational expectations are based on my own practice and experience which required further reflection. I then realised that my interpretation of key terms within the research question was based on assumptions which would have implications throughout the study. This made me appreciate the complexity of analysing the potential range of student and lecturer perceptions of teaching and learning methods, leading me to adapt my research questions.

Reviewing literature and analysis of data also took me in new directions in terms of research questions. As I became aware of analytical features within my data, i.e. repeated reference to specific terms across data-sets, I refined my research focus and research questions. The internationalisation of HE was a strong theme within the data, which led me to construct the following research question:

> How is internationalisation in HE constructed and deployed by a range of university stakeholders?

I felt more comfortable with this question. In terms of analysis and literature sets, it felt more manageable and focused. However, despite appearing within transcripts of staff interviews, the term internationalisation is absent from student interviews and focus group transcripts which led me to remove this term from my research questions.

Encountering the works of Ahmed (2006; 2007; 2007a; 2012) and Vertovec (2007) and their discussions of diversity in HE and superdiversity respectively represent critical points of my doctoral journey which have contributed to my understanding and ability to unpick complexities of diversity. Aspects of the ideological, global and national factors which shape international student diversity in HE outlined in chapter two support my discussions of discourses on diversity throughout this thesis.

The concept of diversity relates to the range of topics circulating across data-sets which led me to incorporate diversity within the final overarching research question and subsidiary questions:

> How are discourses of competition and international student diversity constructed and deployed by a range of stakeholders in interviews, strategy and curriculum in MB University?

Each version of questions has played a part in governing the research methodology discussed in this chapter and research design in the following chapter. Consistent across all versions of research questions, is my desire to compose a thesis which represents student, staff and university strategy perspectives. I wanted to represent each of these perspectives in a study on HE in order to develop a holistic understanding of the nuances surrounding diversity in the research context. In particular, I seek to provide an insight into understanding international student needs and expectations with a view to improving how international students are supported in HE.

To ensure an in-depth exploration of migration driven diversity in HE, I divided the main research question into three subsidiary questions:

i) What discourses on competition and diversity are evident in MB University's Strategy 2020?

ii) What discourses on competition and diversity in MB University are evident in student and staff discourses?

iii) How is international student diversity presented in curriculum through the required Learning and Careers skills (LACS) postgraduate taught module?

The bottom-up approach of inductive research permitted through observations as a starting point in contrast to top-down approaches of deductive research, accounts for the dynamic, context-specific and complexity of diversity in HE (Swann and Pratt, 2004). Central to this study is Vertovec's (2007) sociological phenomena of superdiversity which advocates the context specific nature of the dynamism and unpredictability of diversity within socially complex spaces. Analytical points emerging within data governed the focus and organisation of analyses chapters 9-

11, and determined the focus on superdiversity variables country of origin; migration and immigration channel; access to employment and human capital discussed in chapter four. The matricity of variables and dimensions of Vertvovec's (2007) concept of superdiversity provided a HE specific lens to the intricacies surrounding international student migration whilst accounting for local and global factors, including the relationship between international student migration, educational capital and the global employment market. Superdiversity thus provided a lens to exploring the complex interplay of these variables in relation to international student migrants.

Qualitative approaches also allow researchers to develop a subjective understanding of people's interpretations and reflections on their surrounding environment (Adler and Adler, 1987). Reflection and informed understanding of the research context and research participants are critical to interpretive approaches, particularly linguistic ethnographies. Across sections 5.3, 5.4 and 5.5., I discuss how reflection and context inform my ethnographic orientation to discourse analysis.

5.3 An interpretive approach

I use an interpretive approach to guide the research processes in this study. Erickson (1990) discusses the variety of issues and terms relating to theories and methods in researching teaching, these include qualitative approaches and ethnography. He uses the term 'interpretive' to encompass multiple approaches to participant observational research. Erickson (1990) views interpretivism an inclusive approach which supports qualitative and quantitative research. Moreover, Erickson (1990, p.119) explains that interpretivism encompasses research methodologies with a 'central research interest in human meaning in social life and in its elucidation and exposition by the researcher.' Interpretive approaches are characterised by their

focus on ‘human meaning in social life’ rather than specific procedures or methods of data collection.

Whilst discussing interpretive approaches, Erickson (1990) explains that though both interpretive and positive approaches to research may include ‘rich descriptions’, positivists exclude the opinions of actors within their data analysis. Individual viewpoints are considered subjective within positivist approaches and weaken the lines of objective inquiry. In contrast, interpretivists endeavour to convey the ‘meanings of actions from the actors’ point of view’. The perspective of the actors is a central feature of interpretive research which Erickson (1990, p.122) explains stems from a guiding interest of ‘in the lives and perspectives of people in society who had little or no voice’. Consideration of nuances within and across individual and institutional discourses on diversity are integral elements across the main research question and all three of my subsidiary research questions. My study therefore requires an epistemological paradigm which supports the co-existence of multiple viewpoints. An interpretive approach which prioritises understanding the meaning of the viewpoint of ‘actors’ within the research context is a critical feature of my research methodology which also influences my research design through my selection of methods of data collection outlined in the following chapter.

My research focus is on identifying and understanding the range of constructions of competition and diversity in MB University, which are manifestations of ‘locally distinctive patterns of performed social identity’ (Erickson, 1990. p.132). My methodological approach seeks to explore ‘human meaning in social life’ (Erickson, 1990, p.119) which is executed through my research design. My selected methods of data collection outlined in the following chapter generate the data which is characteristic of interpretivism in facilitating analysis of the perspectives of ‘actors.’

Thus, interpretivism influences my methodological choices, research design and approach to data analysis. In particular, Erickson (1990, p.120) advocates using interpretive approaches for researching teaching as these approaches focus on 'content' rather than 'procedure.' In this study, I analyse a strategy document, a module description, semi-structured interview and focus group transcripts. The focus on 'content' rather than 'procedure' is evident in my approach to conducting an ethnographically informed discourse analysis.

The emphasis on understanding the meaning of actors, which may vary from across contexts (Erickson, 1990, p.121) means that interpretive approaches facilitate the interpretation of 'local meanings'. However, this also highlights a 'need for comparative understanding of different social settings' and the relations of a local setting with 'its wider social environments' to 'clarify what is happening in the local setting itself'. My research design and the perspectives represented across data-sets outlined in chapter six enable me to examine constructions of diversity from an individual and institutional perspective, encompassing constructions of diversity within curriculum and strategy. In accordance with interpretive approaches (Erickson, 1990), the variety of perspectives and levels of constructions of diversity discussed across the study allows an exploration of the 'ecology' of a social phenomenon, i.e. university, within MB University.

Erickson (1990, p.129) highlights that a critical task of interpretive research is to uncover how 'local and nonlocal forms of social organization and culture relate to the activities of specific persons in making choices and conducting social action together.' In relation to classroom research, this may mean examining how the choices and actions of individuals constitute 'an enacted curriculum' and 'learning environment'. I show how my selection of research questions and research design

allow me to study student and staff constructions of diversity and discuss how curriculum level constructions of diversity interplay with institution level constructions of competition and diversity as conveyed through Strategy 2020.

I explore how diversity is constructed and experienced from student and staff perspectives, through curriculum and strategy which encompass references to teaching. Erickson (1990, p.138) explains that interpretive research on teaching must analyse:

> …features of social organisation and meaning that arise in a given classroom ecosystem; the enacted hidden curriculum of social organisation and the enacted manifest curriculum of subject matter organisation, which must be considered together.

Within an interpretive approach, linguistic ethnography allows me to explore constructions of diversity representing different levels of 'social organisation' at MB University, i.e. individuals, curriculum and institutional. The combination of perspectives and documentary data discussed in chapter six permit me to explore the 'classroom ecosystem' and discuss the relationship(s) between different levels of MB University. Accordingly, this study bears this trait of interpretive approaches by considering the classroom ecosystem in relation to the wider social organisation (Erickson, 1990; Creese and Martin, 2006).

Erickson (1990, p.121) explains that interpretive approaches are essential when investigating familiar contexts as 'familiarity' can lead to the 'invisibility of everyday life'. He attributes the ability to 'make the familiar strange' as a critical feature of this approach within familiar contexts. My professional and student status in HE meant that overfamiliarity of HE could lead to me overlooking some subtleties within the data. However, I have already pointed to the increased value which I place on reflection as a skill throughout this doctoral journey, and Erickson (1990, p.121)

indexes reflection as a key feature of interpretive approaches in making 'the familiar strange and interesting again.' This feature of interpretive approaches is an element of researcher positionality which informs researcher orientation within linguistic ethnography (Rampton et al., 2004). The process of reflection within interpretivism has contributed to the quality of my study in HE, which was critical given my familiarity with the environment through work and study. For instance, reflecting increased my awareness of my own cultural understandings of the world, which led me to the refine my research questions by reducing assumptions within the wording of my questions. Secondly, ongoing reflection with my research questions and data encouraged me to engage with literature throughout the research process. I continue to explain how interpretivism influences my methodological decisions and research design across this chapter and chapter six.

5.3.1 Constructivism

The inclusivity of interpretivism encompasses constructivism (Erickson, 1990) and though fundamentally based on an interpretive approach, my study incorporates elements of constructivist thinking. Both interpretivism and constructivism influence my approach to discourse analysis as outlined below.

Schwandt (1998, p 236) explains that both interpretivists and constructivists focus on 'the world of experience as it is lived, felt, undergone by social actors' and support qualitative methods of data collection, in particular observational methods and interviews. Central to the constructivist approach is the view that 'objective knowledge and truth' result from perspective. In other words, knowledge and truth are creations rather than phenomena which exist independently from observers. Schwandt (1998, p236) explains:

> …reality is expressible in a variety of symbol and language systems; plastic in the sense that reality is stretched and shaped to fit purposeful acts of intentional human agents...

A constructivist approach is based on the premise of a pluralistic view of 'being' and supports multiple interpretations and depictions of the same phenomena. Schwandt (1998, p.236) explains that our understanding, or 'what we take to be self-evident kinds … are actually the product of complicated discursive practices.' This conceptualisation of constructivism illustrates not only fluidity in meaning, but also attributes power or control of the individual in constructing meaning over time.

Similarly, Grey (2009, p.20) explains:

> Truth and meaning do not exist in some external world, but are created by the subject's interactions with the world. Meaning is *constructed* not discovered, so subjects construct their own meaning in different ways, even in relation to the same phenomenon. Hence, multiple, contradictory, but equally valid accounts of the world can exist.

Grey's (2009) discussion of the constructivist perspective outlines not only the existence, but also, the validity of the multiple depictions or 'constructions' of the same phenomenon. His perspective of constructivism emphasises the role of the individual and context in influencing their perceptions and constructions of 'truth' and 'meaning', which forms the basis of his outlining of the validity of different viewpoints.

Schwandt and Grey's discussions of constructivism point to multiplicity in meanings and understanding of terms, the mobility of language and role of context in influencing an individual's construction of phenomena. Generally, the premise of pluralistic views of 'being' (Schwandt, 1998) complements my aim to increase understanding of diversity in HE by acknowledging and analysing a range of constructions of diversity presented by different parties, i.e. the university within strategy and curriculum, staff and students. Whilst discussing ethical considerations and researcher positionality in the research process in chapters seven and briefly in

chapter ten, I discuss how my ethnic background served as a discursive resource for research participants to articulate their views of diversity within the superdiverse city of [redacted].

Furthermore, the notion of constructivism as an approach which perceives 'being' as the 'product of complicated discursive practices (Schwandt, 1998, p.233) is open to multiple interpretations. Discourse is a unifying feature within this linguistic ethnography and the multiplicity of discourse within constructivism resonates with Blommaert's conceptualisation of discourse which governs my approach to discourse analysis. I provide a detailed discussion of my conceptualisation of discourse and my approach to discourse analysis in sections 5.4.3 and 5.5 respectively, however, essentially, context and mobility are key to understanding discourses, within a stratified system which can increase our understanding of the social world. This multifaceted conceptualisation points to multiple interpretations of items of lexicon dependent on context and constructions of context which varies from individual to individual. Thus, the multiplicity associated with constructivism compliments the potential variations of meaning across context(s) and individual(s).

5.4 Linguistic ethnography and interpretivism

Guided by interpretivism, I explore constructions of diversity at MB University through a linguistic ethnography. This methodological approach comprises of elements of ethnography and linguistics. The principal ethnographic feature guiding this linguistic ethnography is my desire to understand the meanings of diversity from social actors within the research setting (Rampton, 2007). The ethnographic dimension of this linguistic ethnography is informed by my insider status and experience within HE as a doctoral researcher and Teaching Fellow. The linguistic component of this linguistic ethnography is evident through the central role of

discourse within my research methodology, which governs my research design and analysis.

5.4.1 Ethnography

Ethnography was traditionally used by anthropologists who sought to investigate routine activities and practices within unknown contexts. These contexts were often in faraway locations and were often considered ‘exotic’, with the objective of making ‘the strange familiar’ (Erickson, 1990, p.92). This study differs from traditional ethnographic methodology in that the research context, i.e. the HE sector, is an environment in which I, the researcher, am familiar with. Having worked and studied in HE in the West Midlands for over 10 years, I do not view the research context, i.e. MB University as being ‘exotic’. I view my understanding and experience in HE a key methodological feature within this linguistic ethnography which I incorporate into my ethnographically informed approach to discourse analysis which I discuss in section 5.5.

Typically, Gobo and Marciniak (2016) explain that an ethnographic methodology is based on direct observation and may include analysis of documents circulating and conversations between actors within the research field. Since the 1980s, ethnography has developed to encompass multiple forms of data including life stories, narrative analysis and action research (Gobo and Marciniak, 2016). A notable difference between my study and traditional ethnographies is the absence of direct field observations. However, as explained in the next chapter, consistent with ethnography, my research design involves multiple sources of data collection. Moreover, in section 5.4.3, I explain how discourse binds the ethnographic and linguistic elements within this study, which I discuss towards the end of this chapter.

Copland and Creese (2015) and Rampton (2007) discuss the work of linguistic anthropologist Dell Hymes, who emphasised the importance of applying anthropological research practices, such as ethnography, 'at home'. In particular, Hymes put forward the case of using skills and practices relating to ethnography to investigate 'ourselves' rather than the 'other' to increase our understanding of our everyday social contexts. Rampton (2007) refers to Roberts' (2006) study which adopts an ethnographic approach in looking at speaker agency with doctors which highlights how an ethnographic approach enables researchers to get an analytic distance on 'what's close at hand'. An orientation to research which seeks to understand the meaning of the social world and the viewpoints of social actors who are 'close at hand' such as that required to consider how discourses on diversity circulate within MB University is consistent with interpretive approaches discussed by Erickson (1990).

Importantly, in justifying my adoption of linguistic ethnography in MB University, whilst making his case for bringing anthropology, and thereby, ethnography 'back home', Hymes (1980, p.99 cited in Rampton, 2007, pp.598) outlines the application of ethnography to the analysis of educational and other institutional processes. Whilst outlining his 'vision' of ethnography, he suggests three groups of individuals involved in ethnographic research: i) those who have been professionally trained in ethnography ii) the general population, with a nuanced understanding of their environments and iii) in between the poles of trained ethnographer and member of the public, individuals able to 'combine some disciplined understanding of ethnographic inquiry with the pursuit of their vocation' (1980, p.99, cited in Rampton, 2007, p.598). I locate myself as a doctoral researcher and HE professional within the

third group as my educational and professional experiences orient my ethnographic approach, research design and analysis.

5.4.2. Linguistic ethnography

Linguistic ethnography is an interpretive approach, which Rampton (2007, p.585) explains is 'neither a paradigm, a cohesive school, nor some kind of definitive synthesis.' Instead, he describes linguistic ethnography as a 'site of encounter where a number of established lines of research interact, pushed together by circumstance, open to the recognition of new affinity, and sufficiently familiar with one another to treat differences with equanimity.' Linguistic ethnography is simultaneously a theoretical and methodological framework which studies how social life interacts with socio-cultural and socio-political processes (Rampton et al., 2004; Tusting and Maybin 2007, Rampton, 2007 and Creese, 2008).

Rampton (2007) presents two premises of linguistic ethnography held by the UK Linguistic Ethnography Forum. Firstly, he outlines the significance of investigating the context of communication in preference of relying on assumption. In this way, meanings are constructed with regards to social relations, histories, and agents through an ethnographic lens. As mentioned, my knowledge of the research setting, i.e. the HE sector, from a professional and student perspective contribute to my ethnographic lens. Secondly, Rampton (2007) presents the importance of verbal and other forms of semiotic data which are critical in understanding the nuances of meaning and its position within the world which compliments my understanding of discourse which encompasses transcriptions of spoken word and text.

Copland and Creese (2015) outline the importance of using local environments and examples of routine practices and interactions, as the settings of linguistic

ethnographic research. As individuals, we may become institutionalised and may be oblivious to the nuances within what we consider routine practices and terminologies. However, Copland and Creese (2015) view these settings as being rich in data on changes in language and communication in a dynamic world with the potential to increase our understanding of language and cultural practices. So, an interpretive approach with the capacity to 'make the familiar strange' (Erickson, 1990, p.121) is suitable for studying familiar settings.

Creese and Copland (2015) put forward linguistic ethnography as an interpretive approach which is suitable for investigating familiar contexts, explaining (p 13):

> we need the interpretive approaches of linguistic ethnographers because the institutions we know best, the routines we practice most, and the interactions we repeatedly engage in are so familiar that we no longer pay attention to them.

Their rationale for using linguistic ethnography within institutions and practices with which we are familiar adds to my case for adopting this methodology; resonating with my ethnographic orientation guided by my professional and educational understanding of HE.

Furthermore, Tusting and Maybin (2007, p.581) state:

> …the political commitments of many linguistic ethnographers … entail a belief in, and a critique of, the pre-existing social structures and power relations which shape and constrain actions and interactions.

Similarly, my insider knowledge of HE contributes to my critical understanding approach to linguistic ethnography. My perception of pre-existing social structures and power relations in HE led me to incorporate international student perspectives within my research design which I consider an under-represented yet critical voice within HE.

Discourse represents the linguistic component of my use of linguistic ethnography and in line with Blommaert (2005) and Fairclough (2010), I understand discourse to comprise of language and action, which presents a potential site for social struggles. Similarly, as Tusting and Maybin (2007) also outline the potential of discourse to explore, identity, power and ideological issues, linguistic ethnography can be considered a critical methodological approach. The linguistic component of linguistic ethnography presented through my understanding of discourse permits me to identify and explore complexities such as power struggles and inequalities within data. This approach to discourse within linguistic ethnography is a feature of interpretive approaches (Erickson, 1990) and is enhanced by my ethnographic orientation within this research methodology.

Rampton et al (2004) argue that the combination of linguistics and ethnography formalises this methodology due to the relationship between established methods of text analysis with the reflexive social orientation which is associated with ethnographic methods. Tusting and Maybin (2007) also highlight that the duality of methods of analysis within linguistic ethnography may create methodological tensions regarding the levels of focus and attention paid to linguistic and contextual items of data in view of research areas of interest. Such issues challenge what is considered data, methods of selection, capturing and representation of language for both the researcher and the researched, further highlighting the critical role of researcher reflexivity and social orientation.

Methodologically, linguistic ethnography provides the scope to explore complexities within social life, including those relating to diversity in HE. As mentioned, constructions of diversity within MB University represent the complexity of the social focus of my study; MB University, its location within a superdiverse city in the

Midlands and within the HE sector are important factors which inform my ethnographic perspective. As a methodology and interpretive approach, linguistic ethnography allows me to study subtleties of social interactions, i.e. discourse, within its institutional and socio-political context. In this way, features of linguistic ethnography support my exploration of constructions of diversity in MB University.

5.4.3. Discourse and linguistic ethnography

Copland and Creese (2015) highlight that the joint focus of linguistics and ethnography within linguistic ethnography is suited to analysis of discourse. Fairclough and Wodak (1997, p.273) discuss the significance of discourse within society and outline the potential of discourse in 'reproducing and/or transforming society and culture, including power relations.' Largely influenced by Blommaert (2005) and Fairclough (2013), I view discourse as a lens for identifying social, cultural and historical nuances in activity. Blommaert (2005) stipulates that approaches to analysing discourse require versatile systems and methods which are capable of viewing discourse as a site of inequality. My conceptualisation of discourse pays attention to social hierarchies, power struggles and context specific factors which guide my ethnographically informed approach to discourse analysis of articulations of competition and diversity in MB University as detailed in the following section.

5.4.3.1 Discourse

Fairclough (2010, p.3) describes discourse as a 'difficult concept' due to its variety of definitions which are located in different theoretical perspectives and disciplines. Within linguistics, discourse may refer to both spoken and written language, including extended pieces of spoken dialogue, in contrast to written texts, which are

referred to as ‘texts’. Fairclough (2010, p.3) states that both text and discourse analysis tend to focus on ‘higher-level organisational properties of dialogue’ such as turn–taking or the structure of a dialogue, whilst considering the interactions between speakers, writer and/or reader. This interpretation of discourse and discourse analysis requires consideration of the situational context of language use. My consideration of context within discourse analysis of spoken and written discourses in MB University is congruous with interpretive approaches (Erickson, 1990).

In social theory, Fairclough (2010) states that discourse refers to the manners in which understandings, knowledge or social practices are structured. He explains that the manifestation of discourses is symbolic and has the potential to reflect, represent and construct different discourses. In this way, discourse can determine the position of individuals within society, which may be the focus of discourse analysis. As competition and diversity represent the focus of this discourse analysis, the manners in which discourses on competition and diversity circulate within MB University reveal institutional and individual level attitudes towards competition and diversity within a global sector. This also means that the connotations of discourse vary according to the role, relationship of the speaker and function of discourse, which in this study encompasses student, lecturer, senior management and institutional perspectives.

Furthermore, whilst describing the increasing importance of language within a range of social processes, Fairclough (2001) explains that discourse has the power to drive social change. Discourse within speech and institutional documents such as a strategy document, index the coexistence of tensions between ideologies and inequalities which point to an individual’s viewpoint, social class or position. Fairclough (2001, p.231) explains that institutions and organisations often make

‘conscious attempts to shape it [discourse] and control it [discourse] to meet institutional or organisational objectives.’ This socially constructive and socially constituting dimension of discourse governs my approach to discourse analysis discussed in the next section. Both socially formed and socially forming, discourse within my sources of data, i.e. a strategy document, a module description and student and staff voices are a site for identifying discrepancies and power dynamics across MB University relating to competition and diversity in HE.

Blommaert (2005, p.2) also discusses the symbolism of discourse and its potential to construct power structures within society. On the premise that language is ‘an ingredient of power processes’ with the potential to sustain inequalities, Blommaert (2005, p.2) views discourse as ‘language in action’ and as a site for exploring relationships between people and institutions. Discourse represents a type of ‘meaningful symbolic behaviour’ and therefore discourse analysis which pays attention to both language and action is critical in informing our understanding of power relations across society. My decision to analyse discourses on diversity circulating within MB University as articulated by the institution, within a strategy and curriculum document, and through student and staff voices, ensures that my thesis considers context based ‘language in action’ from a range of perspectives. Considering a combination of perspectives on discourses on competition and diversity in MB University provides the scope to reveal nuances in constructions of competition and diversity across or within groups within the institution, i.e. students, staff and the institution itself.

Additionally, Blommaert (2005) explains that discourse can help make meaningful aspects of our social, cultural and political environments and can be a site for conflict, social difference and inequality. Within this study, discourses on diversity

from student, staff and institutional perspectives have the potential to reveal different philosophies, struggles and inequalities relating to diversity in MB University and the wider environment. Moreover, the roles of language and action elements of discourse analysis, such as text, attitudes, actions and behaviours in Blommaert's (2005) understanding of discourse indexes the relationship between how discourses are deployed within local contexts and wider society. Though my study does not focus on behaviours or actions, acknowledging the action and semiotic aspects of discourse is critical in forming an understanding of constructions of diversity across data-sets. The influence of discourses analysed across this study within a strategy document, curriculum, interview and focus group transcripts extend across MB University documents, practices and views within the University. Discrepancies of articulations of competition and diversity across data-sets therefore index the range and relationship between discourses on competition and diversity circulating at MB University. My approach to discourse analysis on articulations of competition and diversity in MB University will be enhanced by my ethnographic orientation detailed in the following section.

Blommaert (2005) puts forward the issue of voice as crucial in understanding inequalities and power effects within discourse. He begins by explaining that voice is the manner and extent to which individuals are able to make themselves understood. This in turn influences how and whether or not an individual's words are repeated and continue to circulate as desired by the speaker. Blommaert (2005, p.68) states that 'the capacity to create favourable conditions for a desired uptake' which is a social issue as the function and value of voice is determined by linguistic resources and orders of indexicality. He explains that orders of indexicality are unequally distributed across societies and that some individuals do not have access to them.

Orders of indexicality operate within units, i.e. communities or societies. Discourses which are effective in one unit may not function within other units and as people move through spaces, their ability to communicate varies across orders of indexicaility or unit. This means that discourses about competition and diversity within university strategy and senior management discourse may not have the same affordances within classroom talk by teaching staff and students about the process and outputs of group work, which I show across analyses in chapters eight to eleven.

Blommaert (2005) also explains that discourse is produced at a specific point in time which is projected from a historical viewpoint within a global system and is a product of the multiple 'influences' operating on individuals. A historical perspective can increase understanding of the effect of the different 'influences' which individuals are subjected to within a stratified system. Language is thus 'an ingredient of power processes' and discourse is a site for conflict and struggle within society. Across the opening chapters, I have explained that through the vehicle of technological advances associated with globalisation, neo-liberalism is the dominant economic policy to shape competition in HE and drive student migration (Olssen and Peters, 2005). Discourse analysis, including consideration of the social implications of discourse, within a marketised HE sector therefore ought to account for the influence of market factors on the construction of discourse. For instance, I use an ethnographically informed approach to discourse analysis across chapters 8-11 to explore how MB University, students and staff situate themselves within a globally competitive sector. Furthermore, I identify marketised lexicon across discourses to show how students construct themselves as customers with a set of consumer expectations within a HE sector whilst staff construct the university as a service

provider for students. I argue that student and staff discourses normalise and reinforce marketised discourse across university discourse within Strategy 2020.

Central to Blommaert's (2005) conceptualisation of discourse is the context of globalisation and factors of globalisation which require changes in basic assumptions and views on language in society. As mobility is a critical feature of globalisation and superdiversity, Blommaert places mobility at the centre of his approach to studying language in society in these contexts. For instance, if considering discourses on communities in globalisation, a phenomenon which is characterised by mobility, it is vital to acknowledge that communities are no longer static and homogeneous groups. Discourses which are effective in one unit may not function within other units and as people move through spaces, their ability to communicate varies across orders of indexicality or unit. This is a critical consideration whilst analysing discourses constructed by the university, staff and students, particularly in view of the potential diversity in language background within the international student population and the English language requirements of UKBA tier 4 visa criteria.

The significant role of globalisation as context, and mobility as a feature of globalisation within Blommaert's (2005 and 2013) conceptualisation of discourse resonates with the objectives and context of my study on migration led diversity in HE. Factors associated with globalisation such as economic policies, increased mobility, improved technologies and communication influence the migration of international students and diversity in HE. Mobility is a critical consideration in discourses on diversity in HE as international students represent the main migrant group discussed throughout this study. Moreover, as a central feature of globalisation and superdiversity, mobility of languages is integral to Blommaert's

multifaceted conceptualisation of discourse which responds to the paradigmatic changes of the study of language and discourse in the 21st century.

5.5 Ethnographically informed discourse analysis

Discourse is the unifying element of linguistic and ethnographic methodologies within this study. Rampton et al (2004) explain that criticisms of linguistics and ethnography, i.e. the detachedness of the former from its context and the subjectivity and non-verifiable aspects of the latter, are reconciled within linguistic ethnography. Approaches to discourse analysis within linguistic ethnographies overcome criticisms of linguistic and ethnographic methodologies. For instance, countering criticisms of linguistics for its detachedness from context, Creese (2008, p.235) explains that the objective of discourse analysis is to 'extend our understanding of the role language plays in social life.' Furthermore, Rampton et al (2004, p.6) challenge claims of subjectivity within ethnography by describing discourse analysis as 'an authoritative analysis of language use.' However, linguistic ethnography is open to a variety of discourse analytic techniques (Copland and Creese, 2015) and my interpretation of ethnography and discourse in conjunction with my familiarity with HE have led me to adopt an ethnographically informed approach to discourse analysis which situates discourse analysis within its context.

In terms of analysis, the combination of linguistic and ethnographic methodologies require researchers to analyse language beyond code level (Copland and Creese, 2015). Blommaert (2005, p.15) views discourse as being 'densely contextualised' which means that data directs the researcher to adopt both inductive and deductive processes. As analysis of literature and observations of documentary, interview and focus group data have shaped the research design discussed across the following chapter, this study employs bottom-up practices associated with inductive

approaches (Swann and Pratt, 2004) to provide context-specific insights into discourses on competition and diversity in MB University.

Blommaert and Rampton (2011) emphasise the analytic benefits of considering how and which linguistic features become amassed with social and cultural features within communication. They show a preference for this approach rather than one which is driven by ideological constructs. This requires researchers to identify patterns and themes within data whilst accounting for the relationship between the data and historical, social and political dimensions. My familiarity with HE is a key feature of my approach to discourse analysis as I aim to develop understanding of articulations of competition and international student diversity within MB University as constructed within university, student and staff discourses.

Van Dijk (2008) also discusses the significance of context within discourse analysis and describes contexts as subjective constructs that are developed through interactions between community members. Subjective constructs lead to the uniqueness of texts and shared views and interpretations of terms by those within the community. The subjectivity within contexts and the role of this subjectivity in terms of developing meaning and shared understanding compliment interpretive approaches to research. Interpretivists and constructivists view experience as constructed by individuals and are open to the existence and construction of multiple truths and realities dependent on perspective (Schwandt, 1998). Both the social situatedness and text orientation of discourse in my data are critical and informed by my ethnographic orientation in HE. In practice, my ethnographically informed approach resulting from professional and educational experience guides my approach to discourse analysis of viewpoints within data. Moreover, my approach to

discourse analysis is guided by principles of interpretivism, constructivism and the critical role of context, as an element of discourse.

Fairclough's (2010) observations of universities identify HE as a sector within the economy which is representative of the restructuring of almost all public services within Britain and other countries around economic markets. His 2010 reflection on his earlier analysis on discourses in university (1993) shows the potential of analyses of organisational discursive practices in increasing understanding of changing distributions of power and relations. He focuses on university discourses within adverts for academic posts, conference materials, a curriculum vitae and an undergraduate prospectus to explore social and cultural changes within universities. In particular, his discourse analysis of undergraduate prospectuses show a decline in the authority of universities in comparison to an increase in power of university applicants and staff. Similarly, his analysis of a member of staff's curriculum vitae shows how university staff construct and promote their professional identities based on their personal and entrepreneurial qualities.

Fairclough (1993; 2010) uses discourse analysis to show how organisational discursive practices can index changes in authority and self-identity within institutions by highlighting the emphasis on entrepreneurial characteristics of universities. Furthermore, his identification of the 'colonisation of discourses of promotion' (Fairclough, 2010, p.100) across university discursive practices through discussion of examples of self-promotion and entrepreneurialism across discourse, reveal the potential of discourse analysis to point to wider societal issues and changes. Fairclough (1993; 2010) explains that such is the spread of promotional discourse across society, individuals may struggle to determine authenticity within discourse, which calls into question the ethics of language and discourse. In view of

the ethical dangers of promotional discourses, Fairclough (1993; 2010) advocates increased awareness of discursive practices as a matter of education and democratic citizenship. Moreover, by identifying the circulation of promotional discourses across society, including HE, Fairclough (1993; 2010) indirectly points to the penetration of marketised lexicon within a commodified HE sector.

As I hope to identify and increase understanding of how competition and diversity are constructed at MB University, it is vital that I use an analytic tool which has the scope to examine language across datasets and discourses. Copland and Creese (2015) state that ethnographically informed discourse analysts may use multiple text sources whilst interpreting the meaning of data generated from participants. These practices are encouraged by Gumperz who calls for an increased understanding of how signs interplay with social knowledge within discourse (1982, p.29, cited in Copland and Creese, 2015, p.86). In the following chapter, I show how my research design incorporates multiple methods of data collection which represent discourses on competition and diversity from different perspectives within MB University, i.e. the university, students and staff.

5.6 Conclusion

This chapter has presented fundamental methodological decisions and factors which have guided my study, including the refining of research questions. Within an interpretive approach I have explained how I combine features of ethnography and linguistics to guide my exploration of discourses on competition and international student diversity in MB University. My linguistic ethnography is informed by my understanding and experience of HE and my conceptualisation of discourse which is largely influenced by Blommaert (2005) and Fairclough (2013). Viewing discourse as

a contextual lens towards ideologies and social hierarchies and inequalities, I adopt an ethnographic orientation towards discourse analysis presented across chapters eight to eleven.

Chapter 6
Research Design

6.1 Introduction

There are multiple definitions and metaphors associated with research design, and I adopt Creswell's (2009) holistic interpretation whereby research design is considered a locus of philosophy, strategies and specific methods. This conceptualisation of research design compliments my interpretive approach, particularly the ongoing development of research questions, ensuring that my research design was fit for the purpose of exploring how discourses on competition and international student diversity are constructed and deployed by MB University, its students and staff. In this chapter, I present details of the research context (6.2), methods of data collection (6.3) and outline data-sets for each subsidiary research question (6.4).

6.2 Research context: MB University

My study analyses constructions of competition and diversity within MB University. Focusing on one research context increased the reliability of context specific in-depth qualitative data generated. Pragmatically, focusing on one university simplified the process of gaining access to the research context and eased the process of data collection whilst working full time.

This Midlands based University was established in the [redacted]. In brief, MB University describes itself as a research-led university with internationally recognised teaching and highlights its local and global connections with businesses and professions. In terms of global rankings, MB University is in the Times top [redacted] UK Universities and is in the top [redacted] of the UK's most International Universities (Times Higher, 2018).

The institution prides itself with its high levels of graduate employability and considers its relationship with employers as an important attribute of the university. MB University's promotional material and other documentation outlines important skills and knowledge which feature within its programmes and ensure that its graduates are successful within the global employment market. The university offers both undergraduate and postgraduate programmes across a range of subjects. The Business School within MB University represents one of five schools of study within the university. I focus on the Business School within MB University as it has the highest number of international students within the university at both undergraduate and postgraduate levels of study.

Within a competitive sector, MB University's Business School participates within global ranking systems and possesses a number of measures of quality and performance discussed in chapter 2. MB University's Business School is globally recognised by leading professional bodies and has received '[redacted] accreditation' by some of the leading accreditation bodies for business schools in the UK, USA and Europe. In UK University rankings, MB University's the Business School is in the Times Top 20 for Business and ranked higher for specific areas of business, [redacted] (Times Higher, 2017). MB University and its Business School's ranking and reputation are features which demonstrate competition in HE and point to the potential to influence of both university and business school level rankings on student migration within a knowledge economy.

6.3 Methods of data collection

My research design incorporates a selection of qualitative methods which allow MB University, students and staff to articulate their experiences and views on competition and international student in MB University. All staff and student participants, inclusive of the SMT, are connected to MB University's business school. I focused on the business school as it has the highest number of international students within MB University and because focusing on one section within the university would allow me to identify and explore the complexity of discourses on competition and diversity at this micro-level. Research methods, data sources and number of research participants as appropriate used in this study are listed below:

Table 1: Methods of data collection

Method of data collection	**Data source**	**Details**
Semi-structured interviews	3 members of staff 4 students	1 member of the SMT (senior management team) 2 lecturers 4 international postgraduate business students
Focus group	4 students	International postgraduate business students
Documentary data	MB University	2 documents: Strategy 2020 LACS module description

I used a selection of methods for data collection to explore how competition and international student diversity in HE is constructed and deployed by students and staff in interviews, a focus group, strategy and curriculum. This research design permitted exploration of competition and international student diversity from the perspective of the university, curriculum, students and staff. Furthermore, this research design allowed me to triangulate data generated from a range of methods of data collection and sources, which contributed to the trustworthiness of this study. The range and number of documentary sources of data was selected to represent the university's perspective at an institutional and curricular level. The number of research participants, interviews and focus groups was determined by the data generated. A point of data saturation was conceded upon the collection of a range of perspectives and some replication of data across data-sets which was deemed appropriate for an in-depth analysis within a study of this length.

I continue by providing detail on the methods of data collection and explain my rationale for incorporating these research methods within my research design.

6.3.1 Semi-structured interviews

Qualitative research interviews are designed to generate qualitative descriptions of the interviewee's understanding and interpretation of the world around them (Kvale, 1996). Interviews are opportunities for researchers to find out about how people may 'describe their experiences or articulate their reasons for action' (p.3). They are a 'conversation that has structure and a purpose' (p.5). Similarly, according to Silverman (2016 p. 52) qualitative interviews provide the researcher with:

> …access to social worlds, as evidence both of 'what happens' within them and of how individuals make sense of themselves, their experiences and their place within these social worlds.

As a method, interviews enabled me to study how students and staff make sense of and construct their understanding of diversity at MB University. Moreover, by conveying participant understanding of connections between language and the social world, this conceptualisation of qualitative interviews complements both interpretive approaches and constructivism.

I used a semi-structured interview format which differs from rigid and structured interviews which are associated with quantitative research (Arkesey and Knight, 1999). Semi-structured interviews provide interviewers with the flexibility to modify questions and the flow of questioning as appropriate in order to seek clarification on items discussed or discuss alternative topics. Semi-structured interviews require the interviewer to outline a schedule of questions, differing from the open interview, in which interviewees identify and direct the lines of interview discussion.

Following semi-structured interview protocol, I identified the topics which I wanted to discuss during the interviews and outlined some key questions (see appendices b and d). These questions served as a guide which I was able to modify whilst conducting the interviews in response to interviewee comments. The flexibility provided by the semi-structured interview technique allowed me to focus, re-direct the focus of the interview as appropriate. This semi-structured interview method led to the emergence of diversity as the central feature of the study.

Power is a consideration in interviews. Brinkmann and Kvale (2015, p.3) consider the qualitative interview as an attempt ‘to understand the world from the subject’s points of view.’ They acknowledge the outdatedness of the term ‘subject’ with regards to interview participants, however, they advocate using the term in relation to qualitative interviews as they consider interview ‘subjects’ as individuals who are ‘subject to

discourses, power relations, and ideologies…' Generally, interviewers hold a powerful position due to their role in structuring the format and direction of questioning in interviews (Talmy, 2010 and 2011). In my study, interviewees may have felt as though I was in a powerful position in terms of directing the 'order' of the interview conversation.

Mann (2016) discusses the roles of rapport and empathy within qualitative interviews. He cites the development of trust and establishing boundaries with interviewees as being essential to developing a rapport, and states that the level of rapport varies across research methodologies. For instance, Mann (2016, p.161) explains that ethnographers may adopt a non-formal approach to interviews which can feel like 'hanging out' whilst researchers requiring a short-term rapport with individuals may need to develop their rapport through different mediums, such as introductory emails and phone conversations. I developed my rapport with staff through introductory emails followed by face-face conversations. I relied on staff members to introduce me to student participants as a means of gaining trust and credibility from students. Both Mann (2016) and Bernard (2012) emphasise the role of honesty whilst building a rapport with individuals. At an early stage of meeting research participants, I provided all participants with a verbal and paper based explanation of the objectives of this study and made myself available to participants through providing then with my contact details should they have any questions about the research. Not only did this contribute to my ethical practice, but it helped me demonstrate my honesty and approachability to participants and thereby played a part in forming an initial rapport with interviewees.

As the researcher, I did not consider myself in a powerful position. Due to my student and professional roles, I found myself sympathetic of experiences and issues raised

by student and staff participants. All interviewees were aware of my dual identity as a HE professional and student. I felt it important to disclose this information in order to ensure that all participants would feel at ease and aware that my interest regarding diversity encompasses both student and staff perspectives. However, Silverman (2001) and Mann (2016) point to the potential of empathy as a contributor to 'emotionalist' interviewing. Mann (2016, p.162) explains that empathy is a resultant of 'rapport, trust, and intimacy' between the interviewer and interviewee. Empathetic interviews may be problematic, as interviewers may act unethically by forming assumptions and steering interviewees towards their preconceived understandings, thereby manipulating the interviewee. By being clear about my research objectives and my ethical considerations outlined in chapter seven, I tried to develop an ethical, professional and open rapport with all research participants. However, the issue of rapport is not quite so straightforward and I discuss difficulties which I encountered in the next chapter and chapter ten, in relation to myself as a researcher within the research whilst interacting with interviewees.

Prior to the interview, I provided all participants with the interview schedule and with some details about the purpose of the interview and assured participants that their identity would be anonymised within the thesis (see appendices i and j). I discuss these measures in further detail below in relation to research ethics. This practice could have served to make interviewees feel more comfortable to express their opinions during the interview and thereby somewhat addressing issues of power within the interview. I also tried to conduct interviews in spaces in which the interviewee should have felt comfortable, i.e. staff offices and quiet student spaces to balance any perceived power imbalances. In hindsight, perhaps a neutral location

away from MB University setting may have been more successful in putting participants at ease.

It is also worth pointing out that I provided participants with the interview schedule ahead of the interview which gave participants the opportunity to prepare for the interview as they considered necessary (see appendices b and e). Though I stressed that interview preparation was not essential, those who took the opportunity to prepare for the interview may have felt more confident during the interview. This part of the interview protocol may also have addressed issues of power between the interviewer and interviewee.

6.3.2 Focus group

Focus group data from students following the compulsory postgraduate LACS module was generated whilst exploring how international student differences are considered within curriculum in response to an earlier version of research question 3. Within the qualitative research tradition, Hennik (2014, p.2) succinctly explains that the focus group 'involves a focus on specific issues, with a predetermined group of people, participating in an interactive discussion.' Hennik (2014) explains that focus group discussions should aim to generate a variety of views on the research topic by creating an environment in which participants are sufficiently comfortable to express their views.

Bloor et al (2001, pp 5-6) describe focus groups as 'socially legitimated occasions for participants to engage in 'retrospective inspection,' to attempt to collectively tease out previously taken for granted assumptions. I use data from a student focus group to provide an understanding of how students consider diversity through curriculum. I conducted the focus group at a time when I knew that students had been involved in

discussions about different cultures and cultural practices within the LACS module as I had been interested in cross-cultural communication and cultural awareness at that time.

Focus groups are also described as ‘a research method based on open-ended group discussions that examine a particular set of socially relevant issues’ (Markova, Linell, Grossen and Orvig, 2007, p.32). So, the flexibility of the focus group enabled me to let students guide the direction of the discussion, whilst providing me, the focus group facilitator, with the ability to re-direct the discussion as necessary. This flexibility is characteristic of qualitative research methods (Hammersley, 2010) and provided all focus group participants with the opportunity to discuss and elaborate on issues which they considered important.

Unique to the focus group is the interactive nature in which data is generated. Hennik (2014) explains that this method of data collection differs from data generated through individual interviews. In comparison to individual interviews, focus groups encourage participants to not only share their views, but to listen to those of others and elaborate or clarify their views based on what they hear. Though focus groups require a moderator, participants are also able to ask one another questions or seek clarification from other focus group members, which can cause participants to re-direct the topic being discussed.

Similarly, Bloor et al (2001, p.7) explain that focus group discussions are rich in data on ‘group meanings associated with a given issue’; the issue being understandings and expectations of diversity through curriculum in this study. The group dimension of focus groups is a pre-requisite to the variety of perspectives and nuanced exchanges which are non-existent within one-to-one interviews. So, interactions and

exchanges within focus group discussions are critical in forming an understanding of sentiments, areas of agreement and conflict within groups on numerous issues. In this study, it was important for focus group participants to outline, clarify their interpretation of key terms such as ‘cultural communion’ which are open to interpretation.

I felt that students may not be as inclined to discuss their views on potentially sensitive topics such as culture, diversity and a taught module. I thought that the group dynamic of this form of data collection would provide student participants with a comfortable environment for expressing their views. Bloor et al (2001, p.16) touch upon the issue of power and sensitivity in research and point towards focus groups as being an ‘ideal environment for researching sensitive topics’. Given the sensitive nature of discussing diversity, particularly in relation to a module of study, I considered the group dimension of focus groups suitable and effective for generating rich data from multiple student perspectives.

In terms of research design, rather than draw my conclusions on research question 3 from module documents and semi-structured interviews with staff only, the student focus group enabled me to explore multiple student perspectives and experiences simultaneously. Bloor et al (2001, p.15) explain that triangulating with focus groups is good research practice as it provides additional data which may ‘qualify, deepen and extend the initial findings’. Focus group data in conjunction with discourse analysis of the module specification document and semi-structured interviews with staff adds another dimension to my analysis of research question 3. Moreover, shaped by interpretivism, triangulation of data representing institutional, student and staff perspectives shows how my research design facilitates the consideration of the ‘meanings of actions’ from multiple perspectives (Erickson, 1990, p.122).

6.3.3 Documentary data

Data-sets for research questions 1 and 3 discussed below include documentary data in the form of a strategy document (see appendix a) and a module description (see appendix h) respectively. Copland and Creese (2015) explain that written texts provide another perspective within the research context which offer analytical insights which may otherwise not be represented within the data. Copland and Creese (2015, p.52) view any form of text, for instance policy documents, annual reports and review documents as forms of data, particularly within linguistic ethnography. I selected Strategy 2020 and the LACS module description as they represent the university's articulations of competition, international student diversity and student mobility.

Copland and Creese (2015) outline the significance of written text and people's practice. Tusting (2015) considers text relating to practice a critical form of interactional or ethnographic data which enables researchers to develop their understanding of how cultures within institutions are not only produced, reproduced but also more generally, circulated within institutions. Warriner (2013, p.532) explains that these written texts can help increase understanding of 'the social, cultural, material, institutional, and ideological contexts of literacy'. Both Strategy 2020 and the LACS module description are documents which represent institutional discourses on university practices, particularly curriculum design and teaching practices. Furthermore, both Strategy 2020 and the LACS module description are mediums through which MB University discourses on diversity circulate. However, the function and circulation of these two texts within and beyond MB University differ and are vital considerations when analysing text, discourse and social practices within ethnographically informed discourse analysis. I provide details on genre

specific features of Strategy 2020 and the LACS module description below whilst discussing data-sets for each research question below.

6.4 Research questions and data-sets

In this section, I provide information on the data sets used to explore the research questions. These details include the method of data collection, information about each data sources, i.e. documents, students and staff.

6.4.1 Research question one

What discourses on competition and diversity are evident in MB University's Strategy 2020?

For research question one, I carried out ethnographically oriented discourse analysis on MB University's Strategy 2020 document. As a document outlining the institution's strategic objectives, Strategy 2020 is a 62 page document which outlines MB University's mission, vision and aims (see appendix a). The University outlines two core aims which relate to its graduates and research; each of which are supported across 8 strategy areas. As Strategy 2020 outlines MB University's philosophy and its key strategy, I considered this document a source of data for analysing the institution's constructions of international student diversity.

6.4.1.1 Strategy and strategy documentation

In spite of a wealth of discourse analysis into policy documents across political, corporate and social domains, there are limited studies into strategy discourse, particularly university strategy discourse. Much research into strategy discourse exists within the field of business studies which I use in conjunction with studies on

HE strategies to inform my discourse analysis of Strategy 2020 discussed in chapter 8.

Fairclough (2013, p.13) identifies the discourse of 'globalism' as the ‘internationally most powerful strategy for steering globalisation and the global economy.’ My discussion of HE thus far has situated universities within a global context of competition and market practices which reflect the global spread of neo-liberal economic policies. As discussed in chapter 2, universities are required to form strategies which outline and demonstrate their ability to retain and improve their position within the market (Čorejová, Genzorová and Rostášová, 2017). At a national level, the reduction of state funding of universities has forced universities to adopt market strategies and operate as businesses (Amsler and Bolsmann, 2012). In accordance with Čorejová, Genzorová and Rostášová’s (2017, p.1) definition of a strategy document, Strategy 2020 ought to represent the university’s main ‘objectives, activities and achievements at the defined time and scale.’ Given the recognition of market competition in HE (Amsler and Bolsmann, 2012; Fairclough, 2013), ethnographically informed discourse analysis of Strategy 2020 will increase understanding of competition in HE and MB University’s efforts to compete and sustain itself within this competitive arena.

Strategies are complex documents. Gill (2011) explains that strategies should simultaneously represent the vision and purpose of an organisation, whilst identifying opportunities, demonstrate awareness and ability to respond to potential threats. Reflecting the futuristic and developmental dimension of a strategy is the understanding that the successful implementation of a strategy requires ongoing commitment, activity, including allocation of resources and management. Thus, according to Gill (2011), the role of management is a principal feature of strategy.

Similarly, Jonson et al (2014) view the ability to respond to the challenges and threats to the successful implementation of strategies as a key issue for management.

The concept of corporate identity appears in business discourses on strategy. Melewar and Jenkins (2002) view corporate identity as an amalgamation of an organisation's strategy, its philosophy, history, business scope and the services which it offers. This concept encompasses all strategic objectives, inclusive of those driven by social and market forces. Given the relationship between universities, globalisation, competition, market practices and social responsibility, the university strategy contains the university's orientation to neo-liberal economic policies. Within competitive sectors, Melewar and Jenkins (2002) identify corporate identity as a strategic resource which is a source of competitive advantage if managed well. Across the analyses chapters, I discuss how MB University constructs itself within a competitive sector whilst paying attention to how discourses on diversity feature within the university's corporate identity.

Kristensen and Karlesen (2018, p.21) conducted a discourse analysis on the internationalisation strategies of technical universities in Nordic countries. Their findings reveal core elements of strategy documents in HE, i.e. both the 'where we are at present' alongside 'where we want to be in the future.' With this in mind, Strategy 2020 has the potential to reveal institutional priorities and values relating to diversity, including outlook or philosophy which the university endeavours to develop across its strategic aims. Furthermore, Kristensen and Karlesen (2018) also found that university strategies reflect both global patterns of competition whilst remaining true to Nordic discourses of cooperation. They identified that references to internationalisation were embedded into wider institutional discourses as a tool to

substantiate institutional quality in research, education and to strengthen university partnerships and networks. Thus, Kristensen and Karlesen (2018) situate university strategies within hegemonic discourses of competition and marketization.

6.4.2 Research question two

What discourses on competition and diversity in MB University are evident in student and staff discourses?

To study this research question, I conducted 8 semi-structured interviews in total; 4 with members of staff and 4 with postgraduate students from the Business School. All interviewees were provided with details about the purpose of my study and part of the consent form (see appendices i and j) made it clear that I would anonymise all participants to protect their identity. Some of the details about participants may appear slightly vague in subsequent chapters as a means of protecting the identity of all participants.

6.4.2.1 Staff Participants:

Member of the Senior Management Team (SMT):

The SMT is a Deputy Vice Chancellor and Provost of MB University. She is a longstanding member of staff at MB University with over 20 years of experience in HE. She has had several roles at the institution, including senior management positions such as Head of Learning and Teaching and Deputy Vice Chancellor of Internationalisation. I considered it important to include a member of staff from the senior management team as MB University is a hierarchical university and the SMT's role within the institution ensures that my data represents an authoritative perspective on the university. See appendix d for the complete transcript of my interview with the SMT.

Semi-structured interviews with staff:

In addition to interviewing the SMT, I also interviewed two lecturers who are represented through the pseudonyms lecturer 1 and lecturer 2. Lecturer 1 is the module leader of the LACS module, the focus of my analysis of research question 3, whilst lecturer 2 helped design and deliver the LACS module. Data from interviews with lecturers 1 and 2 were included within my analysis of research questions two and three.

Lecturer 1

Lecturer 1 has been a programme director for postgraduate MSc and Undergraduate programmes in the Business School. He has over 15 years work experience as a lecturer in MB University and further experience of working in other HEIs in the UK. Interview data from lecturer 1 is also discussed in response to research question three as he is the module leader of LACS module discussed below (see appendix c for a complete interview transcript of my first of two interviews with lecturer 1).

Lecturer 2

Lecturer 2 is an experienced programme director and played a role in teaching and designing the LACS module. She has over 10 years of work experience at MB University. She specialises in teaching and researching intercultural competence, working in new cultures and collaborative cross-cultural and inter-cultural team working. Interview data from Lecturer 2 is also discussed in response to research question three as she was involved in designing and teaching the LACS module.

6.4.2.2 Student participants in semi-structured interviews:

All student interviewees are postgraduate students from the range of programmes within the Business School. Student interviewees are all postgraduate business students and were known to have accessed additional academic support within MB University during their studies.

Student 1 is an international student from Venezuela. She is female and doing an MSc programme in the Business School. She carried out her undergraduate degree in Venezuela and worked for a few years prior to starting her MSc at MB University. The complete interview transcript of my interview with student 1 can be found in appendix F.

Student 2 is an international student from China. She is female and doing an MSc programme in the Business School. She began her postgraduate course after her undergraduate degree, which she also carried out in the UK.

Student 3 is a Home EU student. She did her undergraduate degree in Germany. She is of German nationality of Vietnamese ethnicity. Student 3 discusses the complexity of diversity in [redacted] during her interview and in chapter seven, I show how she uses my Indian ethnicity and British nationality as a resource whilst discussing diversity in a superdiverse city. Though according to UK Home Office regulations, student 3 is classed as a Home EU student, for the purposes of this study, she and all other student interviewees are viewed as international student migrants.

Student 4 is a black Nigerian student. He carried out both his undergraduate, and at the time of data collection, his postgraduate studies at MB University. Student 4 refers to nationality and ethnicity during his interview which I discuss in chapters seven and ten.

6.4.3 Research question three

How is international student diversity presented in curriculum through the required Learning and Careers skills (LACS) postgraduate taught module?

In view of the extensive range of undergraduate and postgraduate programmes of study at MB University, my time constraints and the potential volume and complexity of associated variables within and across discipline areas, I decided to focus on one module of study to explore how international student diversity is presented within curriculum. As I had chosen to focus on international student diversity within the business school at MB University due to the high number of international students within this school of study, I chose to focus the curriculum dimension within sub-research question 3 on LACS; a compulsory credit-bearing taught postgraduate module followed by all 27 students following the Masters in [redacted] and the Masters in [redacted] in MB University. The module is worth 10 credits within a 180 credit postgraduate programme and taught across two semesters, students are assessed through the production of a reflective portfolio which they submit at the end of the academic year.

I use a combination of documentary data, semi-structured interviews with two members of staff, a focus group with students to explore constructions of student mobility within curriculum.

6.4.3.1 Module description

The module description document of the compulsory credit bearing postgraduate taught LACS module is another source of documentary data within this study (see appendix h). The LACS module is compulsory for postgraduate business students following MSc programmes at MB University. Though terminology varies across

institutions, the QAA (2018) definition of a module is ‘a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria.’ Module descriptions are therefore a textual representation of module design which in theory, should correspond with wider programme level and institutional strategy aims. As such, module descriptions outline the module objectives, module outcomes and provide an indication of the types of learning activities which students will undertake to achieve the module outcomes.

According to the QAA (2018), without a national curriculum for HE, universities develop their programmes in accordance with their mission and strategic objectives. Modules are viewed as self-contained structured units of study within wider university programmes, which are governed by university strategy objectives. In the absence of a national curriculum, module designers are responsible for selecting curriculum content, inclusive of key concepts, teaching and learning activities, assessment methods and assignment criteria. There are internal and external processes in place, including programme and module level panel reviews to verify and ensure the quality of programmes.

Given the relationship between modules as units of study within programmes which are designed to complement university strategic aims, module documents are indicative of institution level discourses. In the absence of a national curriculum within HE, the module designer(s), in this case, lecturers 1 and 2, are critical in determining all features of the module, including module objectives, learning outcomes and content. The module description is therefore indicative of the module designer’s(s’) view and understanding of society, institutional strategy and what constitutes knowledge or forms of social capital. Furthermore, given the range of

internal and external audiences or stakeholders involved in designing and reviewing module design, to an extent, the module document is influenced by wider society.

As the LACS module description governs the teaching and learning content for teaching staff and students respectively following the module, it serves as a form of interactional or ethnographic data which drives practices and learning. This document in conjunction with other data relating to the module (i.e. student focus group data and interviews with staff) reveal the university's attitude towards student mobility and the culture of diversity which MB University promotes through curriculum.

6.4.3.2 Staff interviews

Interview data from lecturers 1 and 2 described above was also used to analyse how student mobility is constructed through the curriculum. Lecturer 1 is the module leader and both lecturers 1 and 2 designed and teach on the module.

6.4.3.3 Student focus group

I conducted 1 x 2 hour focus group with 4 postgraduate students following the LACS module (see appendix g for the focus group transcription). The majority of focus group participants are classed as home EU students by UKBA regulations, however, for the purposes of this study, they are recognised as international student migrants.

I informed all 27 students on the LACS module of the purpose of my research within an email invitation to participate in the focus group. Students also received a verbal invitation to participate in the focus group by lecturer 1 and myself. One of the conditions which I outlined in my form for informed consent (see appendices i-j) was that I would anonymise the names of focus group participants, which I do throughout this study.

Focus Group Participants:

Student A: Student A is an international student from Canada. She has work experience and is keen to return to work and progress professionally in Canada.

Student B: Student B is a home EU student from Germany who carried out her undergraduate studies in Germany.

Student C: Student C is a home EU student from France. She has experience of working in different parts of Europe and describes herself as being 'well-travelled.'

Student D: Student D is a home EU student from Ireland. He is a mature student and has already set-up a number of businesses himself and has worked and lived in a number of countries.

6.5 Summary of data-sets

The following table summarises the data-sets for each subsidiary research question discussed across this chapter:

Table 2: Data-sets for research questions 1-3

Research question	Methods of data collection and form of discourse	Data source
1) What discourses on competition and diversity are evident in MB University's Strategy 2020?	Written text within documentary data	Strategy 2020 (see appendix a for document)

2) What discourses on competition and diversity in MB University are evident in student and staff discourses?	Written text from semi-structured interview transcripts	Staff interviews (see appendices b-d for interview protocol and sample interview transcripts) Student interviews (see appendices e and f for interview protocol and sample student interview transcript)
3) How is international student diversity presented in curriculum through the required Learning and Careers skills (LACS) postgraduate taught module?	Written text within documentary data Written text from semi-structured interview transcripts Written text from focus group transcript	Module description of postgraduate taught the LACS module (see appendix h) Staff interviewees (appendices b-d) Student focus group (see appendix g for focus group transcript)

6.6 Conclusion

Guided by an interpretive approach, the research design discussed in this chapter has generated context specific discourse within documentary data, semi-structured interviews and a focus group transcript. The situatedness of data and my ethnographic orientation strengthens the credibility of claims made in subsequent chapters regarding particularities of constructions of diversity in MB University. In the following chapter, I detail my ethnographically oriented approach to discourse analysis by explaining the process of transcription, analysis and organisation. I also

discuss my ethical considerations which ensured appropriate standards of research practice whilst conducting this research.

Chapter 7

Data analysis, organisation and ethical considerations

7.1 Introduction

In this chapter, I provide a detailed account of the processes involved in my inductive approach to ethnographically informed discourse analysis. I begin by explaining the stages of transcription and organisation of data across each data-set (7.2) followed by a discussion of my ethical considerations (7.3). I complete this chapter by considering my position as the researcher by outlining how my ethnic background played a part within the research process (7.4). Activities discussed across this chapter point to the practical and organisational elements of research which I have developed whilst conducting this doctoral study.

7.2 Description of inductive analysis, transcription and data organisation

An inductive approach to research is adopted when researchers seek to generate new theory from emerging data (Swan and Pratt, 2004). As discussed within chapter 4, superdiversity emerged as a concept due to the unprecedented, unpredictable and dynamic nature of diversity within socially complex urban spaces (Vertovec, 2007; Blommaert, 2010). Furthermore, Meissner and Vertovec (2015) advocate context-specific research into superdiversity in order to increase understanding of superdiversity. Given the unpredictable, dynamic and potential context-specific aspects of superdiversity, an inductive approach to data analysis supported the exploration of diversity and potentially, superdiversity in MB University.

When it comes to the issue of analysis, Copland and Creese (2015, p.211-212) specify:

> Descriptions of analysis should not be hidden in the appendices or assume an overly comfortable 'you know – that's how things are done' approach'. Analysis is not an act of faith but a rigorous systematic activity. Like any other kind of empirical research, the process of analysis in linguistic ethnography requires full description.

Copland and Creese (2015, p.191) point out that transcription is similar to other features of ethnographic work, in that it 'requires the researcher to be reflective and reflexive so that decisions about transcription are consciously made and can be discussed and defended.' I adopt Copland and Creese's (2015, p.196) recommendation that '…transcriptions should be fit for purpose…transcriptions should provide the level of detail required for the job they have to do'. Samples of my transcriptions can be found in appendices c, d, f and g.

Similarly, as Hammersley (2010) questions whether transcriptions ought to be considered constructions or reproductions of talk, I consider my interview and focus group transcriptions reproductions of participant talk. Upon multiple readings and general note-making on each data source, I considered the language and terms within the transcriptions in conjunction with my knowledge of the research context, i.e. MB University, HE and the wider social context. This approach to viewing transcriptions facilitates analysis of text, discourse practice and social practice. Moreover, I combine my thoughts on key terms and language with my contextual knowledge to identify key analytical points within data and discuss their social implications.

I used both hard and soft copies of transcripts. I reviewed the data several times. Reviewing the transcripts and documents enabled me to reflect upon the discourse and the significance of discourse within the research context. Key concepts and analytical items within data emerged after multiple viewings of discourse and developed in conjunction with the on-going reviewing of literature and refining of

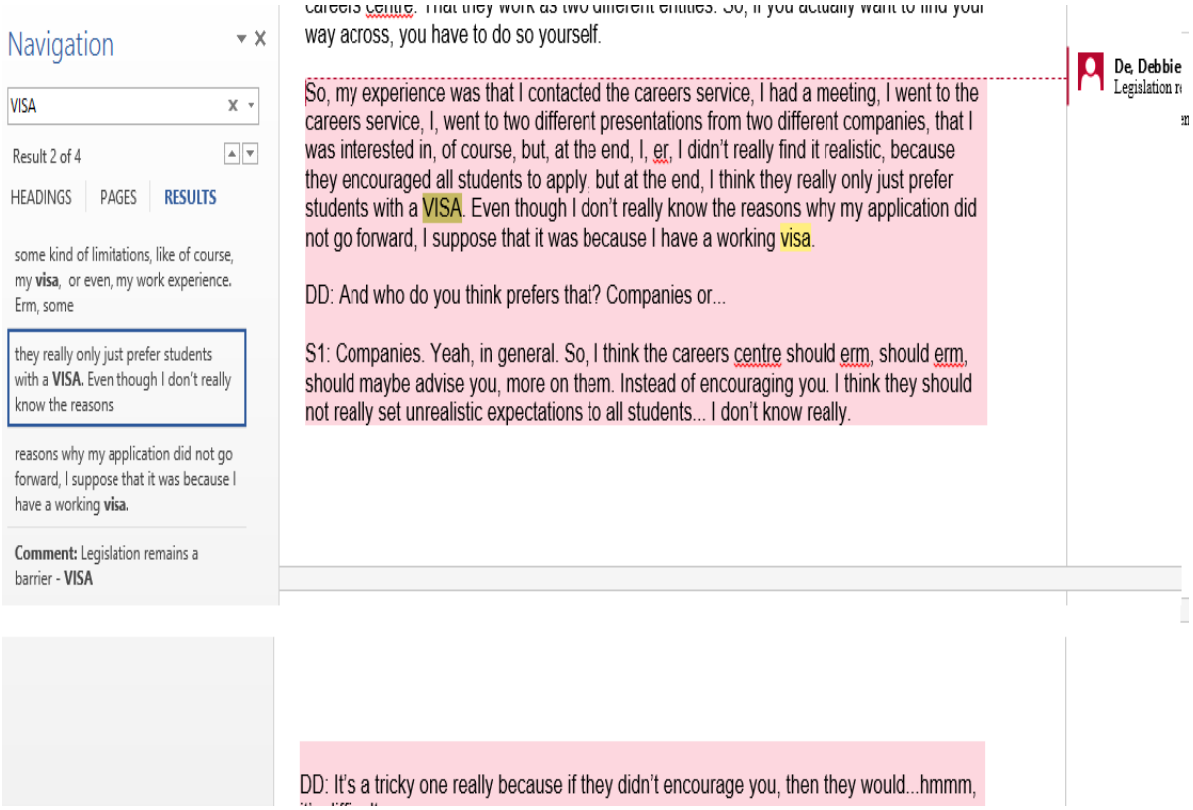
subsidiary research questions. I also made use of some basic features within Microsoft word to help me with my analysis of electronic or soft copies of transcriptions or documents. The ‘search and find’ function within word was useful for locating and highlighting key terms relating to the subsidiary research questions within transcriptions and documents which related to potential analytical points. ‘Search and find’ in conjunction with highlighting key terms and inserting comments or notes beside interesting analytical features (on both hard and soft copies of documentation) helped me identify and examine the different discourses in which ‘competition’ and ‘diversity’ are embedded. This strategy and my ethnographic orientation to discourse analysis allowed me to identify and explore the nuances within discourses on competition and diversity circulating in MB University.

7.2.1 Analysis of interview data

The sample below shows an annotated extract of an interview transcription with student 1. This extract highlights my use of the search function during analysis in order to identify potential analytical points within the interview transcript. Prior to beginning my doctoral research, I had a basic understanding of international student status and the relationship between visa statues and levels of tuition fees. My reading about superdiversity also highlighted the significance of migration channel and legal status as a variable within Vertovec’s (2007) superdiversity framework and encouraged me to learn more about tier 4 visa regulations. Furthermore, as some interviewees and focus group participants discussed aspects of tier 4 visa criteria for student migrants, I identified ‘VISA’ as a key term within the data and used the ‘find’ function to search for references to VISA across data sets. The extract shows that within the interview, there were a total of 4 direct references to ‘visas’ which I then

considered in relation to student migration, the marketization of HE and a superdiversity framework.

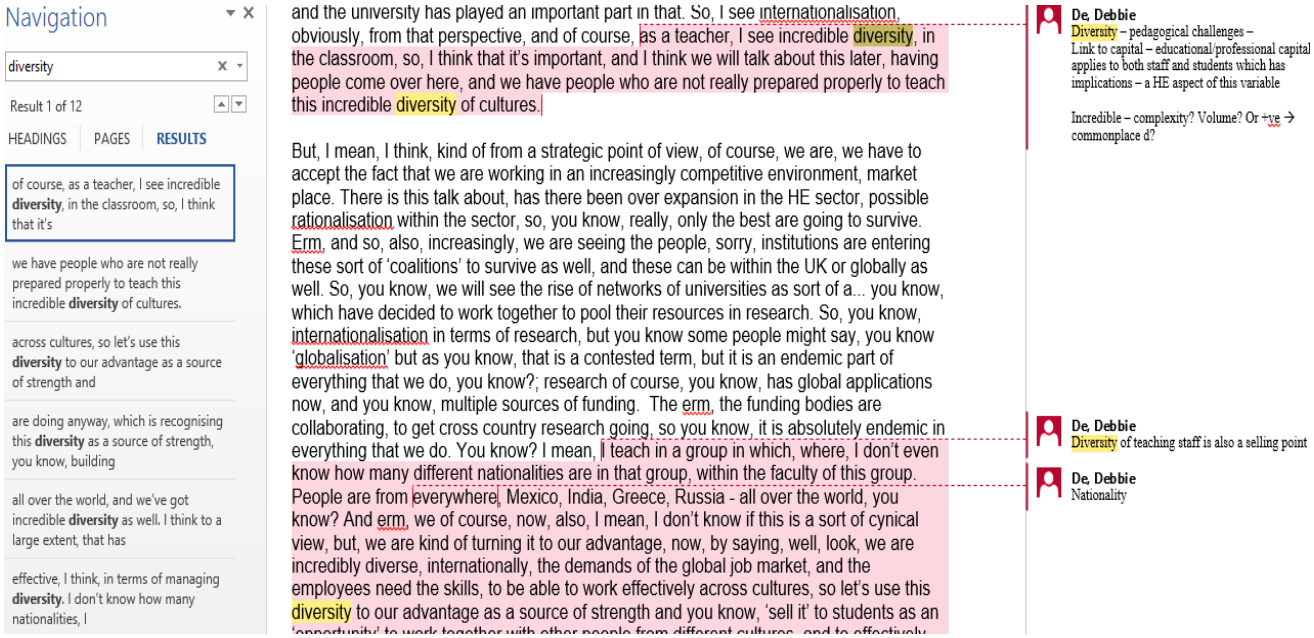
Extract 1: Example of annotated transcript of interview with student 1



I repeated this practice for multiple terms across data sets, and upon identifying key terms, I would insert ethnographically informed comments at the side of the transcripts, to provide me with a point of reference for topics for when I reviewed the transcripts (Blommaert, 2005; Blommaert and Rampton, 2011; Copland and Creese, 2015).

Below is another example of an extract from an interview transcript. This highlights my search for references to the term diversity within my interview with lecturer 1:

Extract 2: Sample of annotated transcript of interview with lecturer 1



Across this interview, 12 references to diversity are made, three of which are highlighted in yellow in the main body of this extract. The column on the right hand side shows my annotations in which I have simply noted down concepts or issues which these extracts may relate to, including commonplace diversity (which I abbreviated to commonplace d) and nationality amongst teaching staff.

As mentioned, I revisited each transcript and document multiple times and these annotated versions were very useful. However, within this chapter, I have also highlighted my experience or perception of the benefits of reflection over time. In spite of these annotations, on occasion, I would print hard copies of the various transcripts and documents and view each document with 'fresh eyes' to allow me to review each document without pre-determined thoughts.

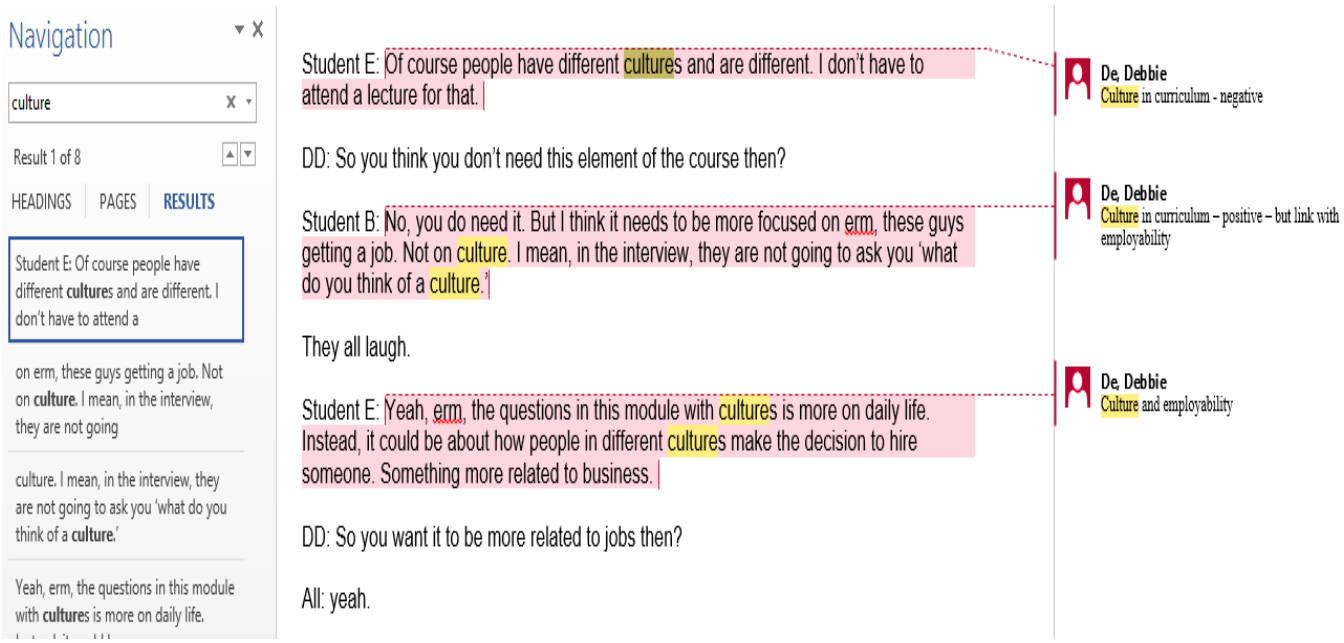
7.2.2 Construction in focus group data

Informed by existing knowledge within literature and my understanding of HE and MB University, I used a similar approach involving the search function within

Microsoft word to locate key concepts and terms within the focus group transcript (see appendix g for focus group transcript). My ethnographic orientation to discourse informed my analysis of the significance of concepts and terms identified in view of surrounding discourse and the research context (Blommaert, 2005; Blommaert and Rampton, 2011; Copland and Creese, 2015). During the process of data analysis, I inserted my initial thoughts within the margins of the document. The example below is a transcript extract which shows my search for references to culture within the data. I decided to search for references to culture across data-sets as aspects of culture and issues relating to culture appear across the literature, such as diversity in culture and everyday multiculturalism (Wise and Velayathum, 2009; 2014) and cultural diversity is a dimension of superdiversity variable country of origin (Vertovec, 2007) and more generally, culture is an important consideration within socially complex spaces. The ability to locate references to culture within discourses allowed me to focus on specific extracts and analyse the discourse surrounding 'culture' and analyse how culture is constructed within MB University.

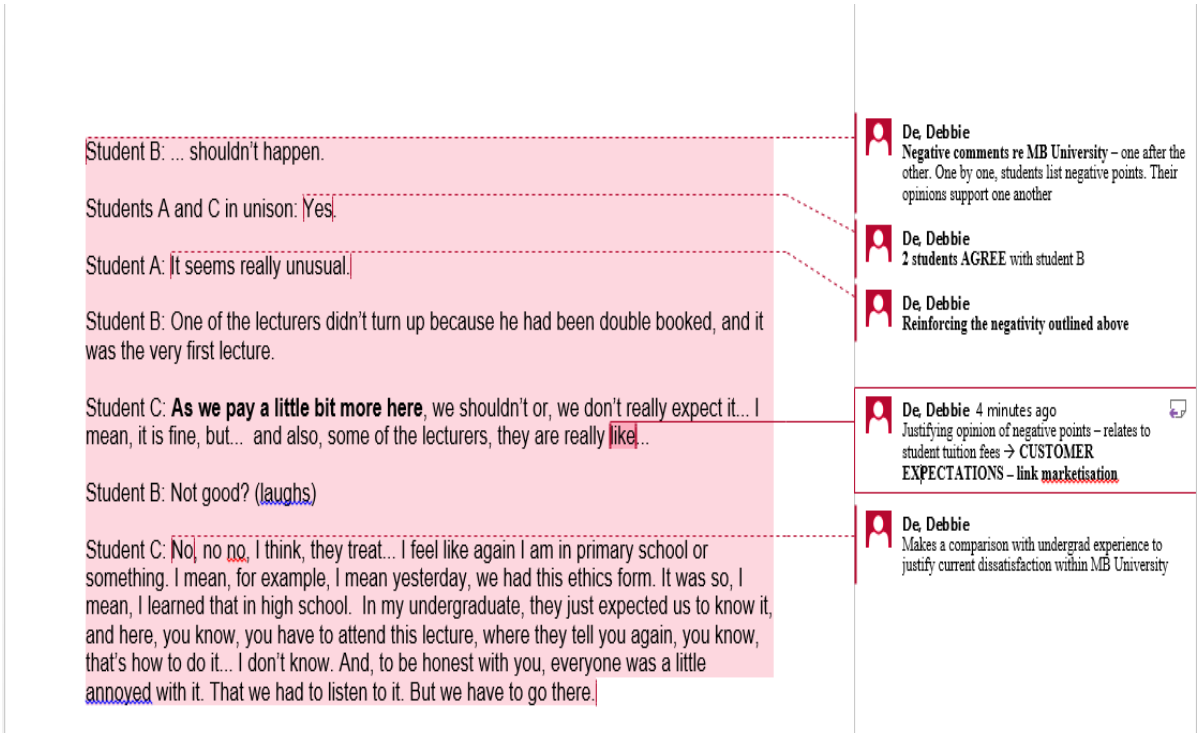
Each reference to culture below is highlighted in yellow as per Microsoft word and in the right hand column, my comments show that students refer to culture in relation to curriculum and employability:

Extract 3: Example of focus group data



The following extracts are also taken from my analysis of focus group data and they show how I approached other issues or features of focus group data. Consider the following extract:

Extract 4:



This extract is taken from part of the focus group transcript in which students criticise the orgnisation of a particular MSc programme in MB University. I highlighted this part of the transcript and inserted comments on many lines within the extract as this part of the transcript is rich in nuances in student perpsective, contextual factors and features which are specific to focus groups.

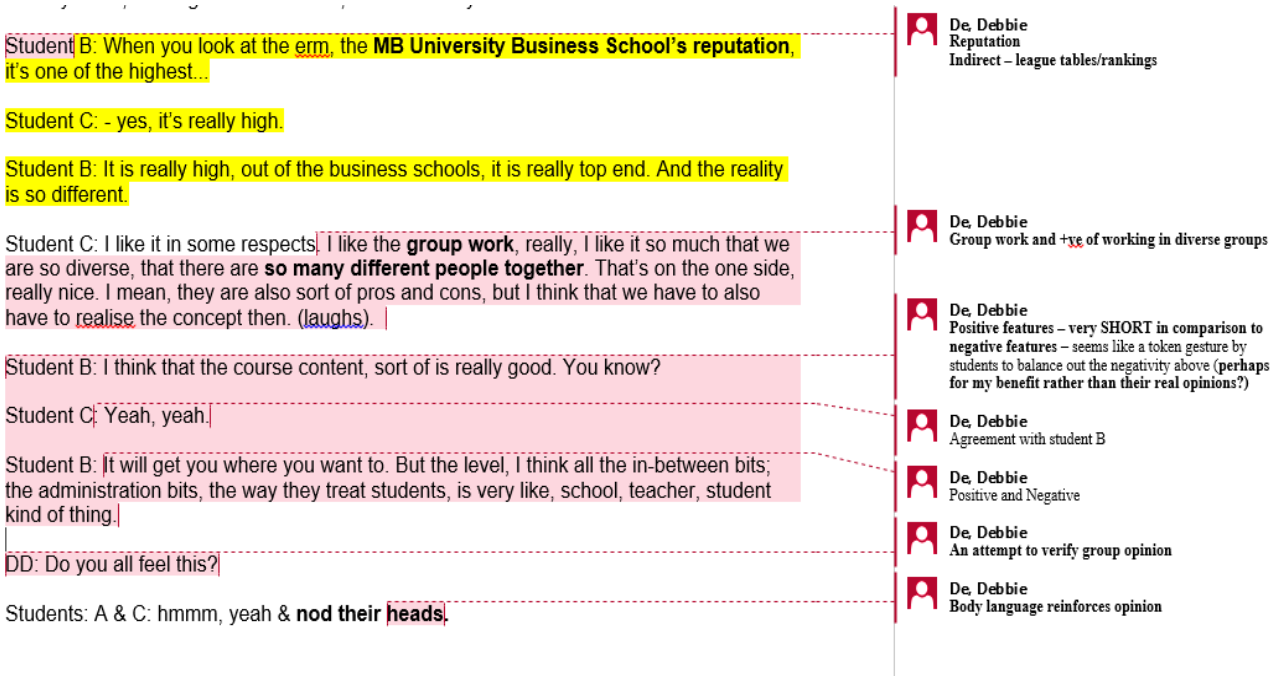
The extract begins with student B criticising her perception of the bad organisation in her programme at MB University. Students A and C support and reinfoce student B's opinion, by stating 'Yes' in unison (line 2 below). These two lines are illustrative of the interaction which occurs within focus groups. Student B continues to elaborate upon her opinion of the bad organisation on her programme by highlighting the occasion when a lecturer was unable to teach his class because of a double booking.

In line 5, student C continues to add further support to the example provided by student B, by referring to the issue of tuition fees and student expectations based on these fees. I put the words 'As we pay a little bit more' in bold font in this extract and inserted a comment shown in the right hand column of the extract to indicate that this part of the transcript relates to marketisation discourse and is an example of students constructing themselves as customers within HE.

Student C concludes this extract by discussing and criticising how she/he feels students are treated at programme level, which in the context of this extract acts as another example of how MB University does not meet her expectations as a fee paying student.

The following extract contains clear references to marketization of HE in which students construct diversity as a form of capital:

Extract 5: Focus group



In the opening lines of the extract, students B and C convey their understanding of the reputation of MB University and its business school. I highlighted extracts by students B and C in the opening in yellow as a way of grouping together reference to this discourse, which is a clear indication of student awareness and being complicit within a marketised HE sector which values university league tables. Similar to the previous extract, students B and C interact with one another in this extract to reinforce one another's opinion. This type of interaction and reinforcing of opinions by other participants being a feature of focus groups which is not possible in one-to-one semi-structured interviews. Using bold font to highlight the specific reference to the business school's reputation in the opening line and using yellow highlighting for general references to the MB University's business school ranking helped me identify this topic within the focus group transcript on future viewings.

In the middle of this extract, I highlighted student references to the positive features of their postgraduate programme at MB University. I noted my perception that

students made fewer references to positive features of their postgraduate programmes in comparison to the negative aspects of their programmes which I highlighted in sample extract 4 above. In this part of the extract, I also used a bold font to highlight a reference to cultural diversity, which student C constructs as a positive feature of her MSc programme. In the context of this extract, with references to marketization of the sector through university rankings, student C constructs diversity in the student body and the opportunity to study and work in this environment as a form of capital for MB University.

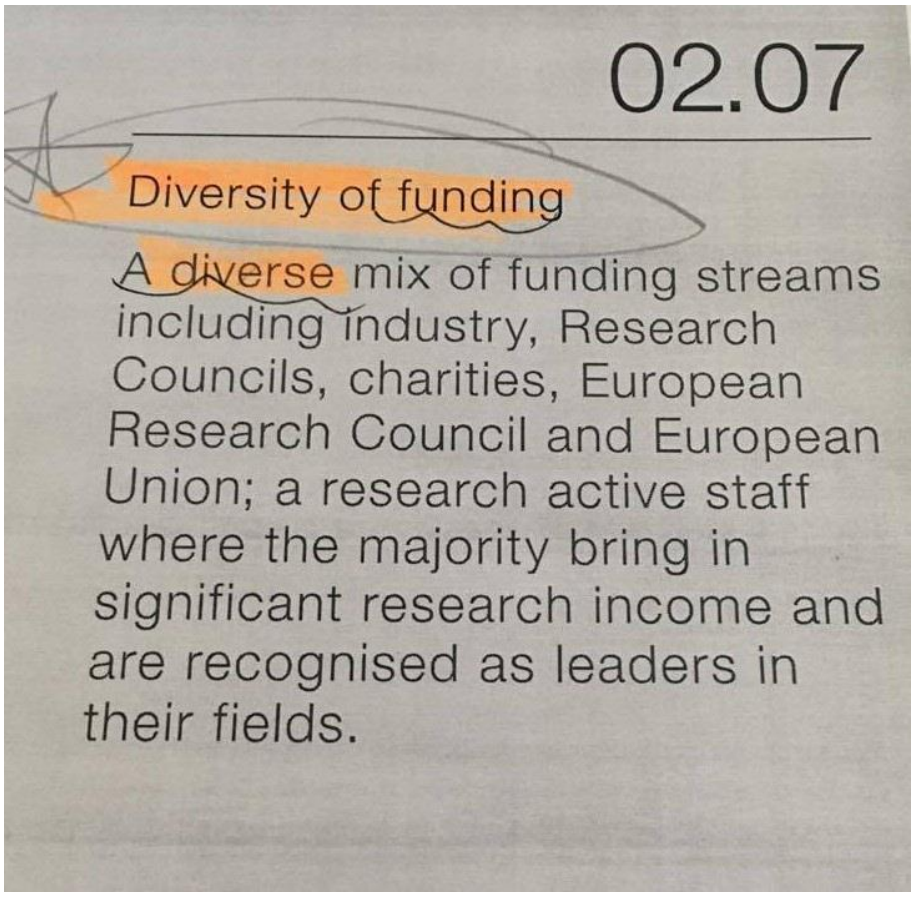
Though four students participated in the focus group, this extract shows that students B and C dominated this part of the discussion, so, in my role as focus group facilitator, I asked the others in the group whether or not they were in agreement with student B. This was an attempt to gauge whether or not the other group members were in agreement with student B whilst encouraging them to re-join the discussion. I also note the body language within the group by including the nodding of heads by group members to show their agreement with student B. Considering visual displays of opinion within the data enabled me to determine whether viewpoints were widely shared and to highlight disagreements across the group, irrespective of verbal opinions expressed.

7.2.3 Construction of Strategy 2020 and LACS module description data analysis

To illustrate my ethnographically informed approach to discourse analysis of Strategy 2020, I am inserting photos of annotated extracts from the hard copy of the document. Based on my understanding of HE, MB University and my review of literature on diversity and superdiversity in HE, the first extract shows my initial

approach of highlighting what I considered key words relating to diversity across the strategy document. This example shows the word diversity being mentioned alongside university funding, in fact, this extract constructs ‘diversity’ as a strategic approach to university funding. In terms of diversity discourses, diversity within this extract appears to be embedded in a business model of diversity.

Extract 6:

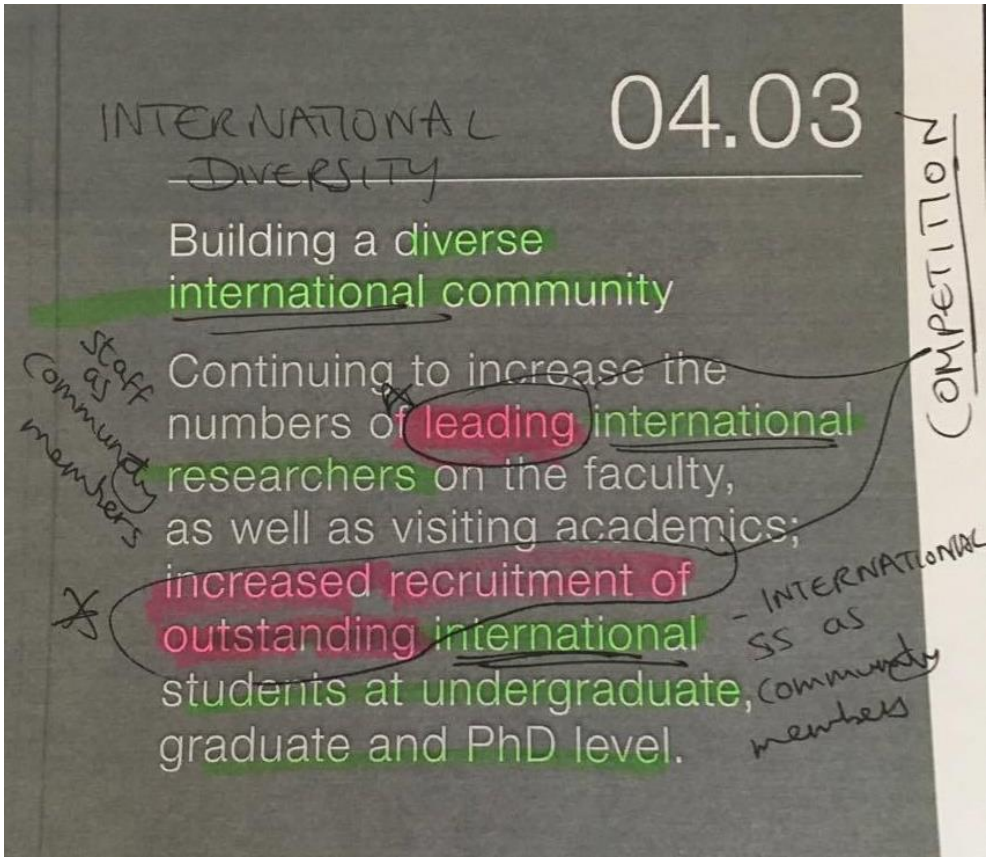


In this extract, research councils and staff who are able to generate research funding are constructed as core elements of diversity in university funding. On first viewing, this reference to diversity appears disconnected from diversity in terms of social complexities, however, I considered it important to analyse all references to diversity given my research question. In chapter 2, I pointed out that as a feature of globalisation, neoliberalism is one of the driving forces of diversity in HE (Marginson

and van der Wende, 2007; Olssen and Peters, 2005). Within a competitive HE sector, the financial stability and strength of a HEI is essential to its sustainability. Thus, diversity in this extract is used to convey the university's strength in terms of funding research as it is not over-reliant on any one source. This extract is an example of how the university constructs diversity of research funding as a source of capital which can be considered a market practice within a competitive sector. These examples will be further elaborated in chapter eight.

In contrast, the example below also shows a more complex construction of diversity in Strategy 2020. Though this extract does not explicitly use the term 'diversity', it refers to 'a diverse international community'.

Extract 7:

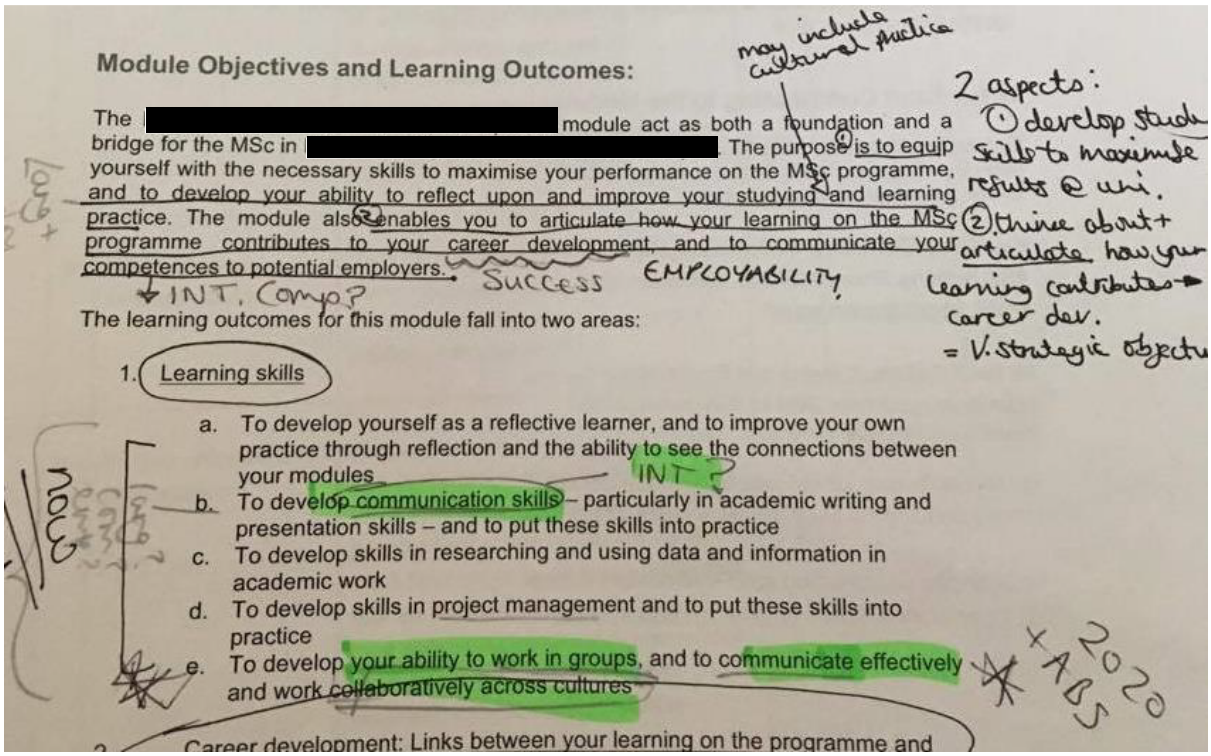


I have highlighted references to MB University's 'diverse international community' (in green). My annotations in the margins show that MB University constructs 'international diversity' across both its staff and student identity as critical features of its identity. At surface level, diversity within the MB University community can be considered removed from business models of university, however, I have used a contrasting colour to highlight references to diversity across the student and staff body which are also embedded within the language of marketization. Highlighted in this extract are the terms 'leading' and 'outstanding', in reference to academics and international students respectively. In chapter eight, I analyse how these adjectives indirectly point to competition in HE through signalling the quality and reputation of international staff and students in MB University.

Forming notes in this way, particularly the use of colour to highlight different discourses within even an extract of this length, helped me recognise the nuances and complexity of diversity discourses across data transcripts and documentation. In this way, international diversity across MB University staff and students is constructed as a feature of MB University's business model of diversity and a core strategic objective within Strategy 2020. I continue to analyse this extract in further detail in the next chapter.

I annotated module documentation used to inform my analysis of RQ3 in a similar way. See below an image of an extract from LACS module description in which I use a combination of highlighting, notes and underlining what appear as interesting features connected to potential analytical points within the extract.

Extract 8:



Module Objectives and Learning Outcomes:

The [redacted] module act as both a foundation and a bridge for the MSc in [redacted]. The purpose is to equip yourself with the necessary skills to maximise your performance on the MSc programme, and to develop your ability to reflect upon and improve your studying and learning practice. The module also enables you to articulate how your learning on the MSc programme contributes to your career development, and to communicate your competences to potential employers.

The learning outcomes for this module fall into two areas:

1. Learning skills

   a. To develop yourself as a reflective learner, and to improve your own practice through reflection and the ability to see the connections between your modules
   b. To develop communication skills – particularly in academic writing and presentation skills – and to put these skills into practice
   c. To develop skills in researching and using data and information in academic work
   d. To develop skills in project management and to put these skills into practice
   e. To develop your ability to work in groups, and to communicate effectively and work collaboratively across cultures

2. Career development: Links between your learning on the programme and

In the opening of the extract, I have underlined parts of the general description of the module learning objectives which relate to employability. In particular, I consider the notion of 'articulating' learning on the MSc programme to employers as a form of capital as presented by MB University in this extract. Considering 'articulating' learning in HE to employers as a form of capital is relates to the mobility which is associated with globalisation. Furthermore, as students are expected to articulate their learning in English language within the module, this is also indicative of how MB University plays a role in constructing English language as a form of capital within global employment markets. I discuss both of these issues in response to research question three in the next chapter.

I highlighted issues or concepts which upon initial viewing, I considered potentially embedded within discourses on diversity, particularly point e. in the extract above which relates to working and communicating effectively in culturally diverse groups.

This learning outcome is the main focus of my discussion on diversity through curriculum within the LACS module description as detailed in chapter 9.

7.2.4 Organisation of data

This study involves multiple sources of data which I analyse and discuss across chapters 8-11 which focus on competition in HE, constructions of international student diversity and the presentation of international students in curriculum respectively. Within early drafts of my analysis, I presented and discussed individual extracts of data in isolation. This approach led me to repeat points multiple times whilst attempting to emphasise consensus across data-sets or between individuals. These early drafts were arduous to create and, reflecting on these drafts as a reader, these versions of analysis were cumbersome and repetitive.

Across chapters 8-11, I present extracts from across data-sets in accordance with subsidiary research questions 1-3. In chapter 8, I present my ethnographically informed discourse analysis of competition and diversity in Strategy 2020 followed by my analysis of student and staff articulations of competition and diversity within semi-structures interviews in chapters 9 and 10. Then, in chapter 11, I examine how international student diversity is presented in curriculum by analysing discourse within the LACS module description, staff interviews and a student focus group. This organisation of data supports in-depth analysis of the intricacies and differences in discourses constructed by the range of social actors which is characteristic of interpretive research (Erickson, 1980). Moreover, the ability to analyse multiple perspectives through ethnographically informed discourse analysis facilitated my conceptualisation of discourse as a lens to context and social hierarchies as conveyed by student, staff and institutional perspectives.

7.3 Ethical considerations

Questions about ethics have been posed by many philosophers over time. Copland and Creese (2015, p.177) highlight the limited range of definitions of 'ethics' and put forward that ethics 'is about what is right and wrong in the research process, contingent on the context.' At first glance, this definition may seem succinct and straight forward, however, they highlight the complexity of the level of 'judgment' is not determined by formula or rule regarding ethics and context. For this reason, they state that 'ethics is full of grey areas.'

As a doctoral researcher at the University of Birmingham, I adhered to the institution's ethical guidelines. The process of obtaining ethical approval involved providing information on my research objectives, methods of data collection and the nature of information I sought. This went as far as producing a draft of questions for semi-structured interviews, the focus group, justifying my use of theoretical framework (which at the time of application was based on multiple theories of communication) and versions of my consent forms and guidelines for research participants (see appendices i and j). I produced all of these supporting documents in accordance with the University of Birmingham's ethical guidelines and reinforced my understanding of ethical considerations and practices throughout the research process by referring to BERA (British Educational Research Association, 2011; 2018) ethical guidelines. Furthermore, through attending and presenting at a number of student conferences, I had the opportunity to meet other doctoral students, discuss ethical dilemmas which they had encountered and strategies which they used to overcome these issues.

Prior to applying for ethical approval from the University of Birmingham, I had verbally discussed the possibility of conducting my study at MB University with lecturers 1 and 2. As my research focus was on pedagogy and cultural communication at that time, gaining access to classrooms was critical to my research design. Verbal consent from lecturers 1 and 2 was not sufficient ethical consent to conduct a study of this nature, so, in addition to gaining ethical approval from the University of Birmingham, I formally needed to gain ethical consent from MB University. In order to maintain anonymity of this institution, I am refraining from including my application for ethical approval from MB University. However, the process of obtaining ethical approval from MB University including completing all of MB University's ethical forms and involved an interview with the MB University's Director of Governance.

My research participants are all adults and either staff or students at MB University. In accordance with BERA ethical guidelines, I obtained voluntary consent from all research participants prior to data collection. I tried to ensure that all participants understood the purpose of the research before data collection through a combination of verbal and written explanations, the latter consisting of forms and emails. In the case of students following LACS module, they received verbal and written explanations from myself and a verbal explanation from their module leader (lecturer 1). In addition to disclosing details about the study and anticipated dissemination of findings, also in accordance with BERA guidelines, I made it clear to all participants that they would have the right to withdraw from the study at any stage of research. My explanations include not only details on the purpose of the study, but also, a brief outline of how I intended to use the resulting data (see appendices i and j for blank consent forms with details of the study and interviews).

I considered using incentives during data collection, particularly with student participants. However, other than the offer of a tea/coffee or cold snack, I did not offer students any incentive for their time and contribution. I am aware that a more substantial incentive may have increased the number of research participants, however, I did not want students to feel obliged to voice an opinion or a particular opinion due to an incentive.

Data relating to participant identity has been anonymised through the use of pseudonyms across this thesis in an attempt to ensure anonymity for all research participants, including MB University. I articulated my decision to use pseudonyms within this thesis whilst obtaining informed consent from all participants to demonstrate my commitment to ensuring confidentiality of all views disclosed (see appendices i and j). Explaining that my research design included the use of pseudonyms also assured participants that I had taken measures to reduce potential negative implications of the dissemination of this study and thereby encouraged them to participle in the research.

I have chosen pseudonyms which relate to the role of the individual within MB University, i.e. ‘student’ for student participants, ‘lecturer’ for lecturers and ‘SMT’ for the member of the senior management team. I questioned my use of a pseudonym for MB University throughout the research process. My ethical application form stipulated that I would anonymise all references to MB University within the thesis, however, whilst writing the thesis, I have been tempted to ask for permission to refer directly to the institution. By using a pseudonym, on occasion, such as when describing the research context and providing details about the LACS module, I have deliberately been vague in order to protect the identity of the university. More specific information may have strengthened my research design and added credibility to

findings. However, overall, I appreciate that some of the data, my analysis and findings may be considered sensitive and therefore made the decision to protect the identity of MB University and research participants.

7.3.1 The researcher in the research

Researcher positionality can affect the quality of data generated and findings based upon data analysis and discussion. Tusting and Maybin (2007) explain that methods of data collection may be selected to minimise the effects of researcher positionality on social practices being studied. For instance, researchers may triangulate research methods, and include methods which generate data independent of the researcher's direct involvement which can be drawn upon during the analysis process. As shown in chapter 6, my research design involves a number of data sources, including semi-structured interviews with students and staff and two forms of documentary evidence: a strategy document and a module description. In this way, I triangulate data sources in an attempt to reduce bias and corroborate findings identified.

Reflexivity is an aspect of all social scientific research. Tusting and Maybin (2007) explain that the researcher is the central and driving force of interpretive praxis, inclusive of ethnographic research in social action as in this study. They highlight that issues regarding researcher positionality are particularly prevalent within sociolinguistic research, whilst the challenges facing a linguistic ethnographic approach are quite specific. Researchers are generally directly involved in the social action which is the focus of their investigation, and this position enables them to gain insights which may otherwise be unavailable.

Whether directly or indirectly involved in social action, perhaps through the presence of recording equipment, researchers influence participant, language practices. Tusting and Maybin (2007) explain that irrespective of the extent to which a researcher may be considered an ‘insider’, their involvement affects the social practices being studied. Whilst planning the research design and throughout the process of collecting data, I took measures to limit my influence as a researcher on participants, this includes emphasising my student status, particularly with student participants to neutralise any perceived hierarchy. As mentioned, I also clearly explained my decision to protect the identity of research participants through using pseudonyms throughout this thesis to assure all participants to convey the ethics of this study and to reduce participant inhibitions and to overcome perceptions of myself as an ‘outsider’.

Martin-Jones, Andrews and Martin (2016) critically reflect upon the growing body of research on the conduct of fieldwork, inclusive of ethnographic fieldwork within culturally and linguistically diverse research contexts and research teams. In particular, they analyse researcher accounts of ‘researcher-researched relationships’ and the features of ‘outsider’ and ‘insider’ identity categories within culturally and linguistically diverse settings. In particular, they discuss the challenges faced by Ruby, a researcher of Bangladeshi origin who possessed a level of ‘insiderness’ due to sharing some language and cultural forms of knowledge whilst researching Bangladeshi families in East London (Gregory and Ruby, 2011). Within the article, Ruby explains that irrespective of her understanding of the Bangladeshi community, as a researcher, she was required to establish her identity with research participants at different stages during fieldwork.

As discussed, MB University is based in [redacted], a superdiverse city and diverse county [redacted]. I identify myself as a British Asian. Prior to beginning the process of data-collection, my ethnicity had not been a factor which I considered during the design of this study. However, once I began collecting data, I reflected on whether or not my ethnicity affected my relationship with research participants and consequently, the opinions which they expressed during interviews. As explained, I conceive all student participants in this study as international students as they are international student migrants. Student participants also represent a variety of ethnicities and nationalities. Whilst collecting data, i.e. during semi-structured interviews and conducting the student focus group, though I have no evidence supporting my thought, I questioned whether my ethnicity allowed me to gain a level of 'insider' status with student participants. Unexpectedly, I learned and experienced how my identity is a resource during the research process. For instance, whilst trying to discuss a potentially sensitive topic, i.e. race and ethnicity, with a student with English as an additional language, student 3 explicitly referred to my ethnicity and nationality to help articulate her perception of the complexity of diversity in [redacted].

Extract 9:

> DD: When you use that term [cultural diversity], do you use that in terms of nationality?
>
> Student 3: Yes. Also nationality and also ethnicity.
> Like you for example, you are British, but Indian. So, even some of the British people that I have met here, they are of Indian and Pakistani background.

By referring to my nationality and ethnicity, as discussed by Martin-Jones, Andrews and Martin (2016), this incident shows how research participant and researcher backgrounds within socially complex spaces can influence dialogue and data

constructed whilst researching diversity. Furthermore, as explained in the previous chapter, student 3 is a German student of Vietnamese nationality and student 3 felt comfortable discussing ethnicity and referring to my ethnicity due to our shared identities as European females with Asian ethnicity.

In chapter 10, I analyse a critical incident from my interview with student 4 who discusses his perception of diversity in MB University and [redacted]. My discourse analysis will point to the interplay of the commodification and complexity of diversity within [redacted] and MB University. My ethnographic orientation to discourse analysis also indexes ethnic differences as a source of conflict in everyday society and explores the influence of my ethnic background on my conduct as the interviewer during data collection within a superdiverse environment.

7.4 Conclusion

Across this chapter, I have shown the rigour within my approach to discourse analysis by detailing the process of transcription, analysis and organisation of data. I have also outlined measures taken regarding ethics within this study and have acknowledged complexities resulting from my background and researcher status whilst collecting data. Across chapters 8-11, I present my ethnographically informed discourse analysis of constructions of competition and international student diversity in MB University within discourses generated from the research methodology and design discussed.

Chapter 8

MB University Strategy discourses of competition and diversity

8.1 Introduction

In this chapter, I investigate discourses of competition and diversity within Strategy 2020 (appendix a) adopting an ethnographically informed discourse approach. In section 8.2, I explore strategy discourses of distinction projected through references to MB University's origins, ethos and world leading status and show how MB University uses vocabulary to distinguish itself from other universities. Then, in section 8.3, I analyse strategy discourses on diversity within MB University's student and staff population and show how diversity is reduced to a commodity within the university which is integral to the university's notion of social capital. This chapter argues that strategy discourse is underpinned by economic rationale, evident through MB University's use of discourse as a tool to communicate directly with its target audiences, particularly the fee-paying student market. Furthermore, I show that strategy discourses on diversity are dominated by market rationale which point to commodification of HE and market practices across the sector.

8.2 Discourses of distinction

It is generally agreed that neoliberalism is the dominant economic policy in HE which has led to market competition across the sector (Fairclough, 2013; Olssen and Peters, 2005). As discussed in chapter 2, universities develop strategies to outline and improve their position within the competitive HE arena (Čorejová, Genzorová and Rostášová, 2017). The following extracts are taken from Strategy 2020, an online publicly available document outlining MB University's strategic objectives until

2020 (appendix a). Across this section, my ethnographically informed discourse analysis shows how MB University projects discourses of distinction as a means of competing with other universities. My analysis shows how strategy discourse on MB University's original role as a local Technical College alongside the university's ability to respond to current challenges within HE is a discourse tool for distinguishing MB University from local competitors (8.2.1). I continue to show how MB University conveys its aspirant elite status through discourse by projecting its aspirations of being a 'world leading' institution in teaching, research and employability (8.2.2).

8.2.1 Origins and ethos

Extracts 10 and 11 are from the 'background' and 'overview' sections of Strategy 2020. I discuss these extracts together as they point to previous and current features and activities within the university whilst signalling how the university intends to develop in the future in response to global changes.

Extract 10

> Going forward to 2020, MB University will maintain its responsiveness to the needs of a changing world whilst remaining true to the distinctive, original purpose… (p.4).

Extract 11

> Culture transformation, articulated through 'MB University First'.
> Developing a more united, more innovative and more dynamic organisation, able to excel in an ever more competitive world (p.46).

Strategy discourse across these extracts constructs the contradictory notion that MB University is committed to its original focus of educating its local population in preparation of working in local industries and whilst being a global institution. MB University's desire to 'remain true' to its 'distinctive, original purpose' (extract 10) invokes the university's original status as a Technical School within an industrial centre, i.e. a city in the Midlands. Technical Schools focused on teaching sciences

for local industries and employers (Martin and Etzkowitz, 2000) and reference to MB University's original purpose points to the university's strong and longstanding relationships with local industries. Given the original role and remit of MB University as a Technical School, articulations of the university's desire to 'remain true' to its 'original purpose' (extract 10) indirectly signal the university's social responsibility to educating the local population and produce a skilled workforce for local employers. Naidoo and Jamieson (2005) found that most students, local and international, are motivated by improving their employment prospects. References to employers and indirect references to the university's commitment to developing employable graduates in extracts 10 and 11 are thus examples of strategy discourse designed to appeal to the concerns of students. Within a commodified HE sector, such discourse is exemplary of how strategy discourse is used by MB University as a tool to compete with other universities in recruiting of fee-paying students.

Articulations of the original role of MB University across Strategy 2020 show how MB University uses discourse to distinguish itself from other universities within a competitive arena. The opening of Strategy 2020 details MB University's change in status from a Technical School to a University (see appendix a). As MB University was the only local Technical School at that time, reference to its original purpose in extract 10 indirectly distinguishes MB University from other local universities; a Russell Group and post-1992 university. In England, alongside Cambridge and Oxford Universities, 'Russell Group' universities are viewed as traditional universities and are at the top of the hierarchy of universities in comparison to the lower ranked post-1992 institutions (Bowl, 2016). Reference to MB University's commitment to its 'original purpose' indexes the university as one which remains loyal in its desire to provide education for its local population. Featuring within the 'background' and

‘overview’ of Strategy 2020, these direct and indirect articulations of MB University’s history constitute part of MB University’s unique corporate identity and show how MB University uses strategy discourse to distinguish itself from competing institutions. Indirect reference to MB University’s history and its ongoing relationship with the local population in extract 10 is embedded within marketization and competition. I continue to discuss constructions of the locality by MB University, students and staff in further detail in chapter nine.

In addition to articulating its desire to ‘remain true’ to its ‘original purpose’, which is very much connected to MB University’s locality, MB University also situates itself within a ‘changing world’ (extract 10). Strategy discourse uses grammar, i.e. the present-continuous tense, evident within ‘changing’ (extract 10) and ‘developing’ (extract 12), to project and situate MB University within the dynamic and evolving HE environment. According to Dembereldorj (2018), university strategies are designed to help universities improve their reputation and status within the global HE market and references to global changes across extracts 10 and 11 construct MB University as an institution within a changing arena. MB University is an aspirant university which is susceptible to global changes, including market activities. In contrast, more established traditional universities are able to distance themselves from external pressures and rely on their reputation to a greater extent than aspirant developing institutions (Bowl, 2016). Repetition of the present continuous tense in extract 10 signals MB University’s attempt to construct itself as a dynamic institution whilst indirectly pointing to the university’s reliance on environmental factors, which include international and local student markets within a marketised sector. Furthermore, the adjective ‘excel’ in the context of a ‘changing world’ projects MB University as a globally competitive institution within the global sector.

MB University uses strategy discourse to distinguish itself from competing universities whilst appealing to potential students. For instance, in extract 11, the combination of 'developing' with the adverb 'more' 'united', 'innovative' and 'dynamic organisation' signals that MB University is currently united, innovative and dynamic, whilst outlining the university's desire to continue to develop these qualities further. These terms have the potential to appeal to the non-discerning strategy reader and potential university stakeholder, however, the lack of detail on how the 'organisation' is 'united', 'innovative' or 'dynamic' render these terms empty aspirational statements. Similarly, the word 'maintain' in extract 10 conveys MB University's current and ongoing commitment to responding to 'the needs of a changing world.'

A basic function of university strategies is to articulate objectives and aims of an institution (Čorejová, Genzorová and Rostášová, 2017) and through the terms 'changing' and 'remaining' in extract 10, MB University uses the present continuous tense and vocabulary to outline its current strengths and aspirations. In contrast to traditional universities which are able to rely on their reputation and distance themselves from some market practices (Bowl, 2016), this extract points to strategy discourse designed to signal MB University's visions of grandeur to competing institutions and the student market. The simultaneous articulation of current strengths alongside the university's aspirations is a discursive strategy which allows MB University to assert and distinguish itself from its competitors whilst outlining its objectives.

Though MB University fulfils its role as a university strategy by articulating its objectives moving forward (Čorejová, Genzorová and Rostášová, 2017), strategy discourse in parts of extracts 10 and 11 are vague and lack detail. Gill (2011) and Jonson et al (2014) explain that strategy documents should clearly articulate

objectives, provide an outline of actions and services alongside the resources required to reach objectives and should identify organisational responses to potential threats. Instead, though MB University uses strategy 2020 discourse to locate itself within a globally dynamic context, emphasising that it 'will maintain its responsiveness to the needs of an ever changing world…' (extract 10), MB University does not provide any information on the global changes or its response(s) to global changes. My discussion of factors which influence international student migration and diversity in chapter 2 evaluated features of globalisation, including developments in mobility, technology and communication (Marginson, 2000; Marginson and van der Wende, 2007). However, in the absence of explicit reference to these changes or university responses in extracts 10 and 11, MB University does not commit to direct actions or allocation of resources to any specific activity or cause. Consequently, strategy audiences are required to form their own interpretation or assumptions of MB University's activities and objectives.

The absence of detail accompanying institutional declarations of commitment to responding to global change in extracts 10 and 11 point to a tokenistic and superficial discourse strategy aiming to appeal to strategy audience members seeking a dynamic and globally aware university. Within a competitive arena, whilst such discourse may satisfy university stakeholders, including student markets, the lack of detail within strategy discourse ensures that MB University is not accountable to specific actions relating to this part of Strategy 2020. Despite the lack of detail in how MB University intends to respond to the 'changing world' appearing within a publically available document within a competitive arena, strategy discourse projects the notion that MB University is a developing and dynamic institution.

By juxtaposing discourses of MB University's commitment to its 'original status' (extract 10) as a local Technical School with discourses constructing MB University as responsive and evolving institution within a globally 'changing' sector (extracts 10 and 11), MB University uses discourse to construct a dual identity which is appealing to the student market. Within a competitive marketised sector underpinned by economic rationale, articulations of commitment to the local population, including industries, and developing in accordance with global change, strategy discourse appeals to several factors which may influence the student market. For instance, as mentioned, reference to industries and employment are likely to satisfy the growing number of students attending university to improve their employment prospects (Naidoo and Jamieson, 2005). References to the locality and commitment to the locality point to a university with old fashioned values which has strong relationships with the community, which some students may consider appealing, particularly within the [redacted] city in England. Combined articulations of local and original attributes of MB University alongside projections of the university's dynamism and its ability to 'excel' within its global context, project MB University as an institution which is globally significant. As an institution which is heavily reliant upon generating income through student tuition fees, the range of characteristics identified through discourse analysis point to strategy discourse as a tool to appeal to the many concerns within local and international student markets.

8.2.2 MB University 'a world leading institution'

On multiple occasions across Strategy 2020, MB University uses discourse to construct itself as a world leader in a range of activities which are further examples of how MB University uses strategy discourse as a tool to distinguish itself from other universities. The following extracts presented as extract 12 appear within sub-

headings and subsections from across Strategy 2020 (appendix a). I have presented these extracts collectively as they are all examples of how MB University uses discourse to distinguish itself as an elite institution within a globally competitive sector.

Extract 12

> 02. World leading MB University Research (p.11)
> 1.04 World leading employability (p.18)
> 1.06 World-leading researchers (p.21)
> 2.03 World-leading research centres (p.25)
> 6.03 World class research and teaching (p.51)

Strategy discourse project MB University's aspirations of grandeur within a competitive arena. Articulations of MB University's 'world leading' status in research, teaching and employability in extract 12 invoke areas of performance within global university rankings (Marginson, 2013). An aide for the neoliberal principle of choice, global university rankings are designed to inform students, or consumers, of university performance whilst they choose their university (Brown, 2008); references to MB University's 'world-leading' performance across extract 12 point to the increasing influence of global university rankings on university strategy (Dembereljorj, 2018). However, similar to extracts 10 and 11 above, extract 12 is exemplary of vague strategy discourse, as the meaning of 'world leading' in this context, is unclear. In the absence of detail, 'world leading' indexes positioning within global university rankings which could range between the top ten rankings, top 100 to anything within a much wider range. The lack of detail in extract 12 points to vagueness as a discursive strategy as the reader is left to infer the positioning of MB University indexed through the descriptor 'world leading'. Furthermore, within a

competitive sector, strategy discourse projecting MB University as a ‘world leading’ institution conveys the notion of an aspirational and elite institution which may influence competing universities and attract the student market. Moreover, as Strategy 2020 is a publically available document, the promotion of MB University’s aspirations, reputation and status in a competitive arena through strategy discourse point to the potential of strategy discourse as a medium for promotion.

Through referring to its ‘world leading’ and ‘world class’ activities (extract 12), MB University exaggerates its aspiration to be an elite institution within a globally competitive sector. As measures of performance within global university rankings (Marginson, 2013), teaching, employability and research are factors which concern university stakeholders, particularly the student market. By labelling itself as a ‘world’ leader across areas, i.e. research, employability and teaching, extract 12 shows how strategy discourse can inform audiences of its aspirations in key areas. Repeated attempts to construct itself as a high performing university through ‘world leader’ in research, employability and teaching thus show how MB University uses strategy discourse to project itself as an elite institution within a competitive HE arena. Naidoo and Jamieson (2005) identify improved prospects in the employment market as the principal motivating factor for students to study at university level within a commodified HE sector. As mentioned, in comparison to traditional universities, MB University is less reliant on its reputation and is dependent upon the finances generated through its student market. Thus, strategy discourse citing MB University’s ‘world leading employability’ points to a discourse strategy to appeal directly to the concerns of the student market. Strategy discourses of elitism in areas concerning the student market, an important source of income for MB University, index the

permeation of market rationale in Strategy 2020 and further showing how Strategy 2020 serves as a promotional resource for MB University.

The following extract is taken from MB University's 8th strategy objective which outlines the university's plans for developing its 'Reputation and Influence'. In contrast to extract 12 above, extract 13 contains more explicit references to global university rankings and other terms which point to the spread of competition and market practices in HE.

Extract 13

> Creating global awareness of MB University's strengths.
>
> Highlighting our distinctiveness, our positioning as a brand, and our rankings in league tables. Ensuring that the quality of our degrees and of our research is communicated clearly to both local and international audiences (p.59).

Entitled 'creating global awareness of MB University's strength', this subsection of Strategy 2020 details the university's strategic objective of improving the university's global reputation through increasing awareness of the university's 'strengths' (extract 13). Through the word 'global' and outlining the need to create 'awareness' of the university's 'strengths', MB University situates itself within a globally competitive arena whilst indexing a business model which is underpinned by economic rationale. This element of Strategy 2020 is thus driven by global market competition and signals the domination of neo-liberal practices in HE. Čorejová, Genzorová and Rostášová (2017), Dembereldorj (2018) and Rolfe (2001) view the role of university strategies being to design, maintain and improve a university's position within the HE market. Through the subheading 'Creating global awareness of MB University's strengths', MB University conveys its view of the significance of global promotion

within MB University's sustainability and development within a competitive HE environment.

Strategy discourse in this extract contains multiple examples of marketised lexicon. Vocabulary such as 'distinctiveness' and 'brand' are used to signal the university's commitment to 'highlighting' its 'distinctiveness' and 'positioning as a brand'. These marketised concepts identify uniqueness and distinction as critical elements of MB University's strategy, and my discussion of extracts 10 and 11 above has shown how MB University articulates its history and original purpose to distinguish itself from other universities. However, in this part of the strategy, there is no detail on the 'distinctiveness' or 'positioning' of MB University as a 'brand'. In the absence of detail, these marketised terms point to the spread of marketised language and practices in HE as universities compete against one another to attract students and obtain research funds (Ahmed, 2012; Bowles, 2016). Moreover, due to the lack of detail surrounding the marketised terms 'distinctiveness' and 'positioning', discourse in extract 13 could be used by companies within any competitive sector and thereby index the global spread and dominance of neoliberal economic policy and market practices (Olssen and Peters, 2005).

MB University further projects itself as a competitive university within a globally competitive sector dominated by market practices by endorsing global university ranking systems within strategy discourse. In extract 13, MB University makes a direct reference to 'rankings in league tables', through which it indirectly endorses the role, value and practice of this measure performance in HE which is associated with the spread of neoliberal economic policy (Brown, 2008; Pusser and Marginson, 2013). Global university ranking systems are viewed as tools which aide students with the neoliberal principle of choice by assisting students to distinguish universities

from one another (Brown, 2008). By referring to ‘rankings in league tables’, MB University signals the value which it places on university rankings and thereby endorses the credibility of global ranking systems in HE. Moreover, signposting Strategy 2020 audiences towards university ‘league tables’ indexes the increasing significance of global university rankings as a policy tool which shapes HE (Amsler and Bolsmann, 2008), conveying a competitive HE sector which is dominated by market practices and underpinned by economic rationale.

8.3 Strategy discourse and the commodification of diversity

Having used ethnographically informed discourse analysis to reveal that strategy discourses of distinction and intentional vagueness constitute discursive tools within the competitive HE arena, I continue by analysing strategy articulations of diversity within the international student and staff populations. In this section, I show how strategy discourses on diversity tend to commodify diversity by constructing diversity amongst the student and staff population as a current and future integral feature of MB University. As such, I argue that the commodification of diversity within strategy discourse is embedded within discourses of distinction and competition within a marketised HE sector.

8.3.1 The ‘international community’

In this section, I discuss MB University’s use of the term ‘international’ as a marker of national diversity. My ethnographically informed discourse analysis reveals that by articulating the quality of international members of its community, MB University uses the adjective ‘international’ to point to the elite status of its ‘international’ staff and students. As an indicator of global quality or elitism, I argue that the descriptor ‘international’ is embedded within strategy discourses of distinction and market

competition. Furthermore, featuring within the publically available Strategy 2020, discourses of diversity which distinguish MB University from competing universities represent marketised language and have the potential to influence university stakeholders, including the international student market.

The following extract is from section 4 of Strategy 2020 which focuses on MB University's 'International Relations and Networks'.

Extract 14

> 4: International Relations and Networks
>
> 4.03 Building a diverse international community
>
> Continuing to increase the numbers of leading international researchers on the faculty as well as visiting academics; increased recruitment of outstanding international students at undergraduate, graduate and PhD level. (p.41)

Firstly, the term 'international' is repeated across the section heading 'International Relations and Networks' and sub-heading 4.03 'Building a diverse international community.' Repetition of the descriptor 'international' across these headings signals that MB University distinguishes its 'international' community members from others, i.e. individuals with British nationality. Articulating a distinction between 'international' community members from others within strategy discourse stipulating the university's objective to increase its numbers of international students and staff point to the current and future significance of this part of the university's community. Moreover, this signals 'international relationships and networks' as critical elements of the university's business model as the international student market and international reputation of staff influence the sustainability of universities within a competitive sector.

In particular, through the adjective ‘diverse’ within the collective noun ‘diverse international community’, strategy discourse indexes that the university aims to ensure diversity across its international community, pointing to an institutional strategic approach to managing diversity across the international student and staff population. Diversity management within universities has received criticism for allowing universities to address the topic of diversity whilst avoiding the challenges associated with power struggles (Ahmed, 2007). However, Bolsmann and Miller (2008, p.82) identified diversity management as an economic strategy to avoid the establishment of ‘national ghettos’, i.e. classes exclusively made up the dominant student markets, i.e. China and India (Vertovec, 2007). Such mono-cultural groups result from overreliance on specific student markets which contradicts the notion of a ‘diverse international community’ and can lead to financial problems if there are economic problems in the countries sending the majority of students. Strategy discourse in extract 14 indexes diversity across MB University’s international community an integral element of the university’s strategy. This suggests that MB University’s strategic approach to managing diversity in its international population is underpinned by economic rationale and designed to avoid the domination of any one nationality or student market. Earlier, I showed that strategy discourse constructs diversity within the student and staff population as a distinguishing feature of MB University and this extract indirectly indexes the non-domination of specific nationalities as a strategic objective, a form of capital for MB University and thereby, a market factor.

MB University indexes and celebrates international diversity within its population of ‘researchers,’ ‘academics’ and ‘students’ as a critical feature of its community. Vocabulary surrounding the descriptor, ‘international’ in this extract point to

‘international’ diversity as a marker of quality within this element of MB University’s community. MB University refers to its ‘diverse international community’ and cites ‘international researchers’, ‘visiting academics’ and ‘international students’ as core groups within its ‘diverse international community’ (extract 14). The adjective ‘international’ is used to describe researchers and students and is preceded by the adjectives ‘leading’ and ‘outstanding’ respectively. These adjectives are positive and depict the quality and global standard which MB University assigns to these groups which are constructed as representative of its ‘diverse international community’. The adjectives ‘leading’ and ‘outstanding’ in extract 14 also distinguish the elite status of international community groups from others within MB University’s community, i.e. its local community groups. Thus, both international student and staff diversity circulate as a sign of quality and elitism within a competitive sector and signal marketised discourse in HE. However, Ahmed (2012) and Blackmore (2006) criticise the use of celebratory language relating to inclusive discourses on diversity for masking power struggles and inequalities. Similarly, the use of positive vocabulary such as ‘leading’ and ‘outstanding’ in relation to MB University’s ‘international’ community members could be viewed as discursive techniques which conceal the struggles and inequalities experienced by these community members. Furthermore, in the absence of detail surrounding the ‘diverse international community’, this inclusive and celebratory discourse within the publically available strategy further points to Strategy 2020 discourse circulating as promotional material.

8.3.2. Diversity: a market factor and social capital

Section 1.06 of Strategy 2020 entitled ‘A great student experience’ is from the first section of Strategy 2020 which is about MB University Graduates. The title of this strategy area identifies MB University graduates and indirectly encompasses its

potential students and future graduates as integral within the university's strategy. In the context of high levels of mobility, the knowledge economy, a global employment market and a competitive HE sector, this strategy area focusing on MB University graduates is relevant to potential students, current students, graduates, employers and other parties with an interest in graduates. Using ethnographically informed discourse analysis, I begin by showing that this part of the strategy is dominated by discourses of distinction and references to global university ranking performance measures. I continue to show how strategy discourse refers to diversity within the student population as a feature of the university which enables students to develop forms of social capital. I argue that discourses on diversity in this extract are embedded within marketised discourse in HE and point to the commodification of diversity across HE.

Extract 15

> 1.06
>
> A great student experience
>
> An inspirational and supportive experience – delivering high student satisfaction and excellent performance
>
> Achieved through: outstanding and enthusiastic lecturers, including world-leading researchers; a dynamic and committed Students' Guild; a jointly developed and owned Student Charter; collaborative activities such as the Welcome Week; effective feedback mechanisms at all levels translated into improvements; high performing student services such as the Hub, the ARC and the [redacted] Multi-Faith Centre; intercultural activities to bring the diverse student body together, cross boundaries and expand horizons; support from our alumni (p.21).

As the sub-heading suggests, this extract cites aspects of the student experience which MB University promotes to its potential student market. Strategy discourse contains positive adjectives such as 'great' (sub-heading); 'inspirational' (line 1); 'outstanding and enthusiastic' (line 3) to describe the student experience and quality of teaching staff at MB University. Within a marketised sector, this selection of

adjectives to describe features of the university could encourage Strategy 2020 readers, including student markets, to invest in the institution. MB University is heavily reliant on its income generated by tuition fees in comparison to older traditional institutions which have established reputations and are able to sustain themselves despite developments within the market (Bowl, 2016). Positive adjectives describing the student experience in strategy discourse are thus a discursive strategy designed to appeal to MB University's student market. Furthermore, from line 4 onwards, extract 15 consists of a list of activities and services accessible to MB University students which allow its student population to interact with one another and constitute the 'great student experience' which it provides its students. In the context of a commodified HE sector (Molesworth et al., 2009), this part of extract 15 thus reads as a catalogue of activities available to fee-paying students and invokes a service provider-consumer relationship between MB University and its students. Language articulating positive features of MB University in extract 15 is thus another example of how publically available Strategy 2020 discourse serves to promote MB University within a marketised sector.

This extract contains multiple references to measures of performance in HE which feature within and are recognisable elements of global university rankings. For instance, reference to the quality of the university's research through 'world-leading researchers' and teaching staff through 'enthusiastic and outstanding lecturers' are indicators of university performance within global university league tables (Marginson, 2012). These examples point to strategy discourses which distinguish elements of MB University as being elite in comparison to other institutions. In addition, within a marketised sector, references to 'high student satisfaction' represent student, or consumer ratings of MB University. Circulating within strategy

discourse, student ratings and indicators of performance are consistent with the neoliberal principle of choice by assisting students make informed decisions about universities (Olssen and Peters, 2005). Furthermore, references to performance measures and discourses of distinction in Strategy 2020 endorse global university rankings and signal the penetration of neoliberal practices within HE.

Situated amongst references to HE market practices across Strategy 2020, strategy discourse in extract 15 constructs diversity within the student population as a form of social capital for MB University which contributes to the quality of the student experience. Beneath the heading ‘A great student experience’, strategy discourse consists of a list of activities and features of MB University which MB University attributes to its ‘high student satisfaction and excellent performance (extract 15). As mentioned, student satisfaction represents a metric within global university rankings (Marginson, 2013). By featuring the ‘diverse student body’ within the list of activities and features in extract 15, strategy discourse articulates MB University’s ‘diverse community’ as a constituent of the ‘great student experience’ which it provides for its students. In this way, MB University commodifies diversity within its student population which points to the construction of diversity within the student population within a competitive arena. Ahmed (2012) discusses the commodification of diversity within universities for distancing itself from inequalities and power. Pointing to the commodification of diversity, strategy articulations of diversity in the student population as a pre-requisite to MB University’s ability to provide a ‘great student experience’ are removed from power inequalities and embedded within marketised discourses within a competitive HE arena.

The final part of the clause also signals that ‘intercultural activities’ will ‘cross boundaries and expand horizons.’ By citing ‘intercultural activities’ as a necessity to

bring together the ‘diverse student body’ and as an element of strategy essential to providing a ‘great student experience’, MB University signals its commitment, including a commitment of resources to the strategic management of diversity and the implementation of intercultural activities. Furthermore, by attributing ‘intercultural activities’ within the ‘diverse student body’ to the ‘great student experience’ at MB University, which is a measure of performance (Marginson, 2013) and form of consumer rating (Amsler and Bolsmann, 2012), this extract further points to the commodification of diversity in the student body. Also, by attributing the expanding of horizons, crossing of boundaries and overall ‘great student experience’ to ‘intercultural activities’ within the ‘diverse student population’, strategy discourse articulates diversity within the student population as a characteristic or quality of MB University which is a pre-requisite to developing forms of social capital. In this way, MB University commodifies diversity within its student population which within a competitive arena, points to the construction of diversity within the student population as a market factor which not only requires management, but is also integral to university strategy.

Discourse within the first section of Strategy 2020 focusing on MB University’s strategic objectives relating to MB University graduates also discusses the concept of global citizenship. Below, I use ethnographically informed discourse analysis to show how MB University constructs global citizenship as a distinguishing form of social capital possessed by its graduates which is recognised and valued by employers, which points to social hierarchies and a competitive employment market. Furthermore I reveal how strategy discourse articulates diversity within the student and staff population as integral to the development of global citizenship which shows

the commodification of diversity and indexes diversity in the student and staff population as a market factor in HE. See extract 16 below:

Extract 16

> 1: MB Graduates
>
> 1.03 Global citizenship
>
> An innovative, international outlook – a differentiator for employers in a competitive graduate marketplace.
>
> Achieved through: a diverse student environment and an international faculty: mixing with colleagues from many different countries and backgrounds; developing the ability to work in and lead diverse teams, recognising that diversity drives innovation; language provision for all students; intercultural awareness programmes; international exchanges; overseas placements in companies; year abroad placements; global citizenship education; international activities led by the Students' Guild (p.17).

Subsection 1.03 (extract 16) is entitled 'Global Citizenship'. Featuring within a university strategy objective about MB University graduates and described as an 'innovative' quality (line 3) which serves as a 'differentiator for employers', MB University indexes 'Global Citizenship' as a form of human capital. Within the knowledge economy, types of knowledge vary within and across contexts and new forms of human capital are expected to continue to emerge (Williams, 2010). Molesworth et al (2009) describe a commodified HE sector characterised by students with superficial attitudes towards learning who are driven by a desire to consume education which they consider a pre-requisite to employment success. By articulating 'global citizenship' as a 'differentiator for employers', strategy discourse assigns value to 'global citizenship' within the workplace. MB University therefore constructs global citizenship as a form of capital accrued developed by its graduates which is of value within the employment market. MB University thus constructs a narrative which mirrors concerns within the student market as a marketing tool,

showing how the university uses discourse to encourage market competition and is complicit in commodifying HE.

In citing ‘global citizenship’ as a ‘differentiator for employers’ and thereby, a form of human capital, MB University indirectly indexes social stratification based on educational capital. Naidoo and Jamieson (2005) state that within a commodified HE system, many students consider their university degrees a guarantee to a professional role and successful career. This belief is widespread across HE and by articulating a correlation between studying at MB University and recognition from employers within extract 15, MB University uses discourse to construct employers as gatekeepers to graduate success whilst appealing to its student market within a competitive sector. Moreover, through articulating the advantage which MB University graduates possess within the employment market resulting from their university education, MB University constructs a social hierarchy in which its graduates are elites. Brown (2008; 2018) explains how the spread of market practices, inclusive of tuition fees and understanding of university rankings in HE has led to an increase in social inequality between graduates and non-graduates. Extract 15 shows how strategy discourse indirectly points to social stratification which is a discursive tool to appeal to its student market through using discourse to construct a relationship between human capital developed at MB University and success in employment.

Other than the adjective ‘innovative’ (line 3) as an indicator of the ‘international outlook’ (line 3) of its graduates, strategy discourse does not elaborate on the qualities of ‘global citizenship’. The lack of detail surrounding ‘global citizenship’ points to another example of the use of intentionally vague discourse as a marketing tool to promote the concept and value of ‘global citizenship’ within the global

employment market to the student market through Strategy 2020. Jooste and Helata (2017) critiqued the abstract concept of the global citizen which they view as a ‘buzzword’ (p.46) and ‘oxymoron’ (p.47) in HE. They challenge universities engaging in related discourse for replacing common sense values, skills and competences within global citizenship discourse. This suggests that the lack of detail surrounding global citizenship in strategy discourse shown in extract 15 is common practice in HE. University strategy and curriculum discourses on global citizenship discourse which encourage the development of basic skills are thus complicit in endorsing shallow forms of learning and the accumulation of knowledge which is characteristic of a commodified HE system (Molesworth et al., 2009). Furthermore, as students are concerned about employability (Naidoo and Jamieson, 2005), articulations of employer recognition of MB University graduate global citizenship show how strategy discourse on global citizenship is designed to satisfy the fee-paying student and thereby embedded within market rationale.

This extract also indexes MB University’s philosophy towards diversity as one which recognises the significance of diversity within the student and staff population as integral to withstanding and succeeding the flux and change within the global economic system. Following the words ‘achieved through’, from line three, strategy discourse in extract 15 consists of a list of features and activities which MB University presents as critical to the university’s ability to develop global citizenship amongst its graduates. In lines 7-8, by stating that global citizenship is achieved through recognising that ‘diversity drives innovation’, strategy discourse constructs MB University as an institution which values diversity within its student and staff population. By articulating that ‘diversity drives innovation’ within strategy discourse, MB University constructs diversity within its student and staff population as a central

element of its strategy and a determiner of the university's ability to develop global citizenship within its student population. Strategy discourse also presents its 'diverse student environment and international faculty' and the ability to mix with individuals from 'different countries' (line 6) as features of MB University which underpin its ability to develop global citizenship amongst its students. Presenting diversity within the student and staff population as integral to an element of MB University's strategy, i.e. the development of student and graduate global citizenship, strategy discourse constructs diversity within its population as a commodity which requires strategic management. Furthermore, within a competitive and marketised sector, strategy discourse reduces diversity in the staff and student population to a pre-requisite to developing global citizenship, indexing diversity as a market factor and commodity.

Diversity in the student and staff body is articulated as a fundamental feature of MB University which is integral to developing Global Citizenship within graduates. Across lines 4–10, MB University outlines how it will achieve 'Global Citizenship'. The adjective 'diverse' appears twice across this extract and once, in its noun form. Through the verb 'achieve' (extract 15), MB University points to diversity within the student and staff body as a characteristic of university which is vital in developing 'global citizenship.' MB University cites a 'diverse student environment and an international faculty' as critical to the development of 'global citizenship'. As descriptors of groups of people within MB University's population, the university distinguishes between its student and staff population and indexes nationality as a key diversity category of its staff in particular. Within a competitive sector, articulations of 'international' staffing conveys the global quality of its staff to Strategy 2020 audiences. MB University also refers to the 'many different countries and backgrounds' of 'colleagues' (line 6). Through 'countries' (line 6), MB University

indexes nationality as a diversity category, whilst the term ‘background’ is comparatively vague and has the potential to encompass multiple diversities within the population. Thus, articulations of diversity point to a matrix of diversities within MB University’s which is characteristic of superdiversity (Vertovec, 2007) and constructed as a feature of MB University which is integral to providing students opportunities to interact with diversities within MB University’s population and develop their ‘global citizenship’.

Through the verbs ‘mix’ and ‘develop’ (lines 6 and 7), MB University constructs diversity within its population not only as a feature of its identity, but also a developmental dimension to diversity in the student and staff body. Interactions within this diverse population are constructed as integral to the development of the MB University graduate attribute of ‘global citizenship.’ MB University outlines that ‘mixing with colleagues from many different countries and backgrounds’ contributes to the development of global citizenship (extract 15). The verb mix in extract 15 indexes a feature or action which is permitted through diversity within the student body, extending beyond diversity as a descriptor of the university population. Through the verb ‘mix,’ MB University conveys its philosophy that interaction across and between groups, i.e. diversity categories including nationality and ethnicity, is possible and essential to develop global citizenship. However, in citing the development of ‘global citizenship’ as an outcome of mixing within a ‘diverse’ environment, this part of Strategy 2020 signals a level of diversity management which indexes diversity as a commodity. Furthermore, as diversity in the staff and student population are presented as university features and pre-requisites to achieving global citizenship, this discourse reduces diversity to a constituent of the

university's ability to develop of global citizenship, as a generic transferable skill which lacks substantial cultural value (Ahmed, 2012; Blackmore, 2006).

Pointing to the commodification of diversity, discourses on diversity in extract 15 are also embedded within discourses of distinction circulating within a competitive sector. By articulating itself as an institution able to recognise 'that diversity drives innovation', MB University indirectly constructs itself as an institution which is capable of driving or leading 'innovation'. With regards to global citizenship, strategy discourse assigns further value of this form of social capital by describing its graduates as individuals with the ability to 'lead diverse teams', thereby indexing its graduates as leaders or elites within the competitive employment marketplace. Strategy discourse in this part of extract 15 signals the integral role of diversity in the student and staff population within the university's philosophy and outlook towards the world. By articulating recognition 'that diversity drives innovation' (lines 7-8) and describing its graduates as individuals who are able to 'lead' diverse teams, strategy discourse distinguishes MB University and its graduates from competing graduates and their institutions. Given the influence of employment upon students within a commodified sector (Naidoo and Jamieson, 2005) and MB University's reliance on the income generated by its students, articulations of the benefits which MB University students will experience post-graduation due to their social capital developed from studying within a 'diverse' university are underpinned by market rationale.

Promoting diversity in the student body as a feature of the university which enables students develop global citizenship shows how diversity can circulate as a form of capital within a competitive HE sector. This is viewed as a market practice (Ahmed, 2012) for universities to penetrate student markets (Blackmore, 2006) appealing to

students wishing to study in internationalised learning environments and develop global citizenship, a transferable form of capital which will help them succeed in the global employment market. In a competitive sector, students are often motivated by their professional aspirations (Naidoo and Jamieson, 2005; Molesworth et al., 2009) and constructing diversity as feature of MB University which helps students develop Global Citizenship shows how diversity discourses are underpinned by market rationale.

8.4 Discussion and conclusion

An ethnographically oriented discourse analysis of strategy discourse has been used to situate MB University and its articulations of diversity within a global competitive sector. MB University uses a combination of discursive techniques to promote its economic and market driven Strategy 2020 to its audiences. Strategy discourse contains marketised lexicon and references to neoliberal market practices such as global university ranking systems, which show how strategy discourse is complicit in endorsing the spread of marketization in HE. Through vague and exaggerated explanations of strategy objectives, Strategy 2020 is a platform for MB University to promote its aspirations to its student market. I argue that Strategy 2020 uses intentionally vague discourse as a tool to show awareness of student market concerns and thereby appeal to fee-paying students, whilst avoiding any institutional commitment. Within this competitive HE arena, I have also shown how Strategy 2020 uses discourses of distinction, for instance, in articulating its original purpose, its ‘world leading’ status and aspirations, as a marketing tool to compete with other universities and appeal to the student market.

Strategy discourses on diversity are also dominated by market rationale, as diversity in the student and staff population is reduced to a commodity which requires management. MB University's strategy aspiration to construct an 'international community' is governed by a desire to avoid the dominance of any cultural group and ultimately, ensure the financial stability of MB University. The commodification of diversity also extends to discourses on global citizenship in which diversity in the university population is constructed as a pre-requisite for students to develop this transferable form of social capital. I have argued that as students within a commodified HE system are often motivated by the prospects of graduate employment (Naidoo and Jamieson, 2005), strategy discourses invoking graduate success in employment resulting from studying within a 'diverse student environment' are designed to appeal to the student market. Moreover, discourses on diversity which reduce diversity to a commodity and skill are thus designed to satisfy the student market within a commodified HE system and are thereby underpinned by economic rationale.

Despite the identification of a range of discursive techniques to construct competitive market discourse, inclusive of the reduction of international student diversity to a commodity and form of capital within the HE market, the vagueness of these discourses highlighted lack an insight on the lived experiences of MB University students and staff. Ethnographically informed discourse analysis of student, staff and institutional voices surrounding everyday experiences, including constructions of international student diversity within curriculum discussed across chapters 9-11, permit further exploration of analytical items discussed in this chapter. Subsequent discussion and analysis of discourse on changes in international student diversity and international student rationale for studying at MB University increase

understanding of the HE market and the ‘international community’ in MB University (chapter 9). Furthermore, discourse analysis of student, staff and institutional voices on everyday experiences, including group work and cross cultural communication at curricular level provide a lens towards how individuals develop their social capital, i.e. the transferable skills associated with global citizenship circulating Strategy 2020 within the socially complex university.

In the following chapter, I analyse constructions of competition and diversity across student and staff interview transcripts within a HE sector which is dominated by competition and market practices.

Chapter 9

Student and staff discourses on competition and diversity in Higher Education

9.1 Introduction

This chapter analyses discourses on competition and diversity which circulate within semi-structured interviews with staff and students. Divided across two sections, section 9.2 explores discourses which point to the increase in competition in HE and section 9.3 analyses discourses on diversity within this competitive arena. Using ethnographically informed discourse analysis, I show how articulations of diversity index the commodification of diversity which is embedded within a marketised and competitive HE sector. Discourses on diversity are dominated by economic rationale and construct diversity as a commodity and feature of MB University which requires management. Underpinned by market rationale, student and staff articulations of competition and diversity across this chapter thus endorse strategy discourses of competition discussed in the previous chapter.

9.2 The commodification of Higher Education

Staff and student discourse in this section describe global changes which interplay with HE and refer to factors which international students consider whilst deciding to study overseas. My ethnographically informed discourse analysis shows that a combination of global factors have led to the introduction of market competition in HE and reveal that by endorsing market activities in HE, staff and student discourse contribute to the commodification of HE.

9.2.1 Staff discourses on competition in Higher Education

The following extracts are from a semi-structured interview with a member of staff (lecturer 1), a programme director and module leader within the Business School. Though not representative of all staff perspectives, I show that lecturer 1 is acutely aware of the effect of global changes on HE, most evident through his articulation of a relationship between the spread of marketization in HE and the increase in the number of international students in MB University.

In the following extract, lecturer 1 discusses his understanding of changes in HE resulting from global developments and activities:

Extract 16

> Internationalisation within HE is a reflection of internationalisation within, you know, the wider globe. You know, we are part of an international market for education and we are in a very interesting time, in terms of the transition of HE, because it's only within the last, sort of 20 years really, that, well, I mean, I was at university maybe 30 years ago, and when I was at university, there was only a few international students. Not a huge amount. But things have now transformed. Universities in the UK have since opened doors to you know, incredible diversities.

There are many interesting points within this extract which help us understand lecturer 1's construction of the context of MB University, HE and beyond. Similar to strategy discourse discussed in the previous chapter, there are multiple references to the changes and dynamic nature of HE which are evident through vocabulary and use of grammar within this extract. For instance, lecturer 1 uses temporal indicators 'now' and 'since' to signal changes in numbers of international students in HE over time. He constructs the 'transition of HE' (lines 3-4) by contrasting the current high number of international students with the lower number of international students from the past, when he was a student. He also uses the past and present tense to juxtapose and emphasise the 'few' international students in the past with current 'incredible diversities' and specifies a time frame of '20' and '30' years during which

he has noticed changes in numbers of international students. Blommaert (2005) discussed the critical role of historical perspective in understanding discourse as evident in extract 16. The increase in number of international students in HE described by lecturer 1 are characteristic of mobility patterns which are characteristic of globalisation (Marginson, 2000) and superdiversity (Vertovec, 2007).

Lecturer 1 also refers to 'internationalisation within HE' which he describes as a 'reflection of internationalisation within … the wider globe' (lines 1-2). Through the noun 'reflection', lecturer 1 constructs a relationship between changes in HE associated with discourses of internationalisation with global activities. Internationalisation in HE is a HE specific process which represents institutional, national and sector level responses to global activities such as the spread of neoliberalism and marketization in HE (De Wit, 2011; Knight, 2015). By constructing MB University as '… part of an international market for education' (line 2), lecturer 1 indexes his awareness of the merging of global economies and global markets which penetrate HE. In this way, he articulates the penetration of global economic forces into MB University and HE whilst conveying his understanding of the factors underpinning competition, market practices and student migration in HE.

Extracts 17 and 18 are also taken from a segment of my interview with lecturer 1. Across these extracts, lecturer 1 articulates a commodified HE system in which students are consumers of a service or product provided by universities. Lecturer 1 also shows how global changes effect university strategies and the duties of members of staff by discussing student recruitment activities (extract 17) and by outlining some implications of an increase in numbers of students (extract 18).

Extract 17

> Now, we have, that maybe this is controversial, because, I think in some ways, we don't serve our international students, I think, as well as we should, and I think that other colleagues would agree with me there. That we accept students from all over the world, and we, we are under very tough targets, you know, you can't underestimate the pressure that the recruitment people are under, to make sure that we have got our numbers in, because the university works in an incredibly tight margin, and erm, a lot of my colleagues would agree with me… So, I'm just recognising that colleagues are under a lot of pressure, particularly to recruit…

Lecturer 1 describes the economic pressures which drive international student recruitment and influence the relationship between students and their university. Extract 17 begins with lecturer 1 explaining that his words may be considered 'controversial.' He continues to express his view that 'we don't serve our international students … as well as we should.' Through the verb 'serve', this discourse indirectly conveys a consumer relationship between students and MB University, indexing MB University's responsibility to 'serve' its fee paying students. The verb 'serve' also has connotations of power through a servant and master relationship, i.e. by identifying the university's responsibility of serving its students (line 2), lecturer 1 assigns students the role of master and the university, the role of servant. Indirect references to a consumer and servant-master relationship in this extract depicts the consumer and master as the dominant or more powerful partner within the relationship. Staff discourse thus indexes a hierarchical relationship between students and universities whereby students are more powerful than universities within a globally competitive HE sector. Moreover, by encompassing his comments on international students within discourses on student 'recruitment' (line 5), 'tough targets' (line 4) and repeated reference to the 'pressure' (lines 5 and 9) which his colleagues in recruitment are under, lecturer 1 points to the central role of international students within a global competitive and commodified HE sector.

Lecturer 1's discussion of the duties of his colleagues within the Student Recruitment department to meet their recruitment targets point to the relationship between competition in HE and index international student recruitment. By stipulating that student recruitment officers must 'make sure that we have got our numbers in, because the university works in an incredibly tight margin' (line 6), lecturer 1 invokes economic pressures and indexes MB University operating as a business within HE. Business models are becoming increasingly common in HE and representative of the spread of neoliberal practices in HE (Fairclough, 2013). Moreover, the level of pressure on the Student Recruitment team articulated by lecturer 1 conveys the duality of internationalisation in HE as an institutional response to global changes and the influence of internationalisation in shaping HE (De Wit, 2011; Brooks and Waters, 2011).

Lecturer 1 also points to the co-existence of conflicting attitudes towards international student recruitment and the relationship between MB University pre and post recruitment. He uses the adjective 'controversial' to represent his opinion that 'we don't serve our international students', which signals his awareness of the divergence in opinions towards MB University's relationship and level of responsibility towards international students. The adjective and verb combination of 'controversial' and 'serve' (lines 1 and 2) also indirectly index his view that university business models which focus on student recruitment fail to provide students with the appropriate support beyond recruitment. He outlines his understanding that 'other colleagues would agree' with him, in his recognition of the pressure on those involved in recruitment and the university's failure to 'serve' international students 'as well as we should' (line 2). By describing his opinion as 'controversial', lecturer 1 distinguishes between his colleagues in student recruitment and 'other colleagues'

who ‘would agree’ with him. The former are driven by economic pressures and tend to focus on recruitment targets whilst the latter encompasses his colleagues who are teaching staff who work with students post recruitment, thereby constructing conflicting priorities and roles within the staff population. Moreover, by articulating a business model which prioritises student recruitment through its activities and concentration of resources, lecturer 1 shows that MB University’s approach to international student recruitment is economically driven.

The following extract is a continuation from extract 17 above. Lecturer 1 explains:

Extract 18

> And then of course, we have got some big class sizes in some of the programmes. This of course is not particularly good for the student experience, and erm, so overall, I think at a kind of programme level, I think we have got to recognise that we have allowed ourselves to grow; we’ve taken our eyes off the boil in terms of the fundamental offering to the student and what we do. We are designing a lot of programmes as a coalition of modules, rather than as coherently worked out modules, or bottom up built programmes.

As discussed, lecturer 1 has outlined his awareness of the ‘controversial’ view that MB University is failing ‘to serve’ its ‘international students’ (extract 17). He cites ‘big class sizes’ and programmes which are designed as a ‘coalition of modules’ ‘rather than as coherently worked out modules, or bottom up built programmes’ as features which point to the university’s failure in supporting international students. Having outlined his view that there is a focus on student recruitment rather than the student experience post recruitment (extract 18), reference to ‘big class sizes’ in line 1 represent the outcome of an over focus on student recruitment. Furthermore, he elaborates on his view that MB University is not supporting its international student population appropriately by articulating the detrimental effects of these challenging areas on ‘the student experience’. As a metric within university rankings which often

inform student choices (Amsler and Bolsmann, 2012; Brown, 2008), reference to 'the student experience' in this extract shows how as a member of university staff, lecturer 1 is indirectly complicit in endorsing the role of university rankings in HE.

Lecturer 1 also signals the over attention to student recruitment driven by global competition as determiners of university strategy and activities. By stating 'we have allowed ourselves to grow… we've taken our eyes off the boil' (line 5) and continuing to articulate the negative effects of this growth, i.e. 'big class sizes' and poorly designed programmes, lecturer 1 indexes a university business model based on economic gains. His reference to 'big class sizes' and the quality of courses signals a university strategy driven by the financial profits from recruiting high numbers of students rather than a strategy based centred on teaching, programme design and the quality of the learning environment.

Financially driven business models are typical within neoliberal markets and have caused the rise in market practices in HE (Amsler and Bolsmann, 2012; Fairclough, 2013). In extract 18, HE market practices are indexed through the 'offering' (line 5) which MB University makes to its students, and the increase in student numbers, indicated through the university having 'allowed' itself 'to grow' (line 4), which indirectly points to an increase in student recruitment as part of the university's strategy to develop within a competitive sector. Criticisms of large class sizes (line 1) and 'poor' course design (lines 6-8) are conveyed as a consequence of market activities. In this context, lecturer 1 constructs students as victims of MB University's business model. Lecturer 1 thus articulates students as consumers with a set of expectations and customer rights depict the university as service provider for students. Consistent with commodified conceptualisations of HE (Molesworth et al., 2009), this description of the relationship between HE, universities and students

endorse the commodification of HE and the role and responsibilities of MB University as a service provider.

9.2.2 Student discourse on student migration in HE

The following extracts are taken from my interview with student 1, a Venezuelan student doing a masters degree in Human Resource Management. These extracts present student 1's explanation of why she chose to do a postgraduate degree and why she decided to study in the UK in MB University. By discussing verb and vocabulary choices across these extracts, I show that student 1 refers to the neoliberal principles of choice and freedom (Olssen and Peters, 2005) and thereby articulates herself as a consumer of education within a competitive market. Though not representative of all international students, discourse analysis of the extracts below shows how students endorse the commodification of HE.

In the following extract, student 1 explains why she chose to study a masters level degree:

Extract 19

> DD: Why did you decide to do a Masters?
>
> Student 1: Why I considered a Masters?
>
> DD: Yes.
>
> Student 1: The reason for which I decided to do it is because I was almost in my, I was about to be two years working in a multi-national company, back in Venezuela, when I decided it was time for me to carry on with my studies, if I want to be ahead. If I want to be ahead of other candidates. And, if I want to be ahead and get a job in an international setting, then erm, I will have to get another certification that will allow me to get there.
>
> DD: Ok.

Whilst presenting her reasons for studying a masters degree, student 1's vocabulary invokes the neoliberal principles of freedom and choice (Olssen and Peters, 2005). Student 1 uses the first person forms of the verbs 'decide' (lines 4 and 6) and 'want' (line 7) repeatedly across this extract which index her freedom and ability to demonstrate the principle of choice in studying at postgraduate level and select a university. Repetition of the verb 'want' on three occasions (line 6) points to a level of desire which is consistent with a consumer attitude seeking a product or commodity. In this case, student 1 articulates her desire to experience and obtain a postgraduate education and degree, thereby indexing the commodification of HE and the prevalence of consumer attitudes in HE (Molesworth et al., 2009). Student 1's consumer attitude towards HE is most apparent in lines 8-9 through her rationale to 'get another certification' in order to progress professionally in an 'international setting'. The verb 'get' is reductive, masking the processes associated with 'certification', i.e. studying at university, learning and passing exams. In this way, student 1 simultaneously commodifies postgraduate study to a product which is obtained through a transactional relationship with the university.

In addition to articulating a commodified HE sector, student 1 conveys a globally competitive employment market in which postgraduate 'certification' is a recognizable form of capital for employers and employees. On three occasions, between lines 7-8, student 1 uses the expression 'if I want to be ahead' in reference to her position amongst other employees within the employment market, student 1 conveys her ambition and desire to succeed professionally whilst indirectly indexing competition with other employees. Student 1 articulates her desire to be ahead 'in an international setting' (line 8) which points to her freedom as a global economic

migrant and competition across the global employment market. Moreover, by explaining that she has 2 years of professional experience and articulating her postgraduate 'certification' as essential to her ability to continue her professional development, student 1 constructs postgraduate degrees not only as a form of capital in the employment market, but, as a means of distinguishing employees from one another. Thus, student 1 embeds postgraduate certificates within discourses of distinction whilst articulating competition in the global employment market, thereby indexing the interplay between global student and economic migration.

The extract below presents student 1's explanation of why she decided to study at postgraduate level in the UK. My ethnographically informed discourse analysis of this extract shows how student 1 is aware of competition within the HE arena and points to her understanding of the significance of the global recognition of HE markets. More specifically, student 1 presents English language as a market factor in HE and indexes English language skills as a globally transferable form of capital in the employment market.

Extract 20:

> DD: Ok, so next question then. So, why did you decide to study in the UK?
>
> Student 1: Well, I decided to study in the UK because, well, firstly, because of the language. I already knew English, but, I really wanted to develop my skills, my language skills. So, I said to myself 'ok, well, it has to be in an international setting where I have to speak English.' And, at the same time, if I compare it with the US, erm, with the UK, well, ok, I thought the UK would give me more opportunities, as I think its education is more, erm, internationally recognised, and also, the fact that it is in Europe also. This kind of influenced my decision.

In this extract, student 1 continues to construct herself as a consumer of education and thereby points to the commodification of HE. Similar to the previous extract, this extract contains verbs, i.e. 'want' (line 3) and 'give' (line 6), in the context of the

opportunities arising from studying in the UK, which resonate with neoliberal principles of choice (Olssen and Peters, 2005). Furthermore, discourse in this extract also point to student awareness competition and market factors in HE. Firstly, by articulating her desire to improve her English language skills and by outlining her thought process through 'it has to be in an international setting where I have to speak English', student 1 conveys the critical influence which the opportunity to speak English had on her migration as a student. Thus, within a marketised and competitive HE arena, student 1 constructs English language as a market factor which students consider whilst selecting a university. Blommaert (2010, p.48) describes English language as 'the language which defines globalization' and student discourse in this extract shows how the internationalization of HE, international student migration and market practices in HE interplay with the spread of English language. More specifically, in citing English language as a factor which influenced her decision to study in MB University, a UK university, student 1 shows how as an international student she endorses and contributes to the dominance of English as a global language.

Within this marketised sector, discourse in extract 20 points to student awareness of global competition and the reputation of domestic HE markets within a global arena as a market factor. Between lines 6-8, student 1 makes a comparison between the US and UK HE sectors and explains her view that studying in the UK will lead to 'more opportunities' due to her belief that the UK HE system is more 'internationally recognised' than that of the US. In this part of the interview, reference to 'opportunities' relates to opportunities within the employment market. Thus, this extract further points to a relationship between the HE sector, particularly university studies and qualifications relating to the UK and the employment market. Moreover,

by referring to HE in both the UK and the US, student 1 constructs a global HE sector. Absent from this extract is reference to specific global university rankings, however, by forming a global comparison as a means of explaining her decision (lines 6- 8), student 1 indirectly endorses the prevalence and growing influence of global university rankings in HE, particularly within the student market.

9.3 Diversity for sale

This section focuses on staff and student discourses on diversity circulating alongside discourses of competition within HE. My discourse analysis shows how staff and student articulations of diversity construct diversity within MB University's student and staff population as a socially recognisable feature of MB University. Furthermore, staff and student discourses invoke diversity within MB University's population as a factor which influences student migration which indexes diversity as a market factor within a marketised HE sector. My ethnographically informed discourse analysis across this section thus points to the commodification of diversity, which is further indicative of the normalisation of marketised and competitive discourse across HE.

9.3.1 Staff discourses of diversity as a commodity

Discourse analysis of extracts from semi-structured interviews with staff discussing diversity at MB University shows that staff view diversity as a core feature of MB University. However, I show that despite staff positive orientations towards diversity, staff construct diversity as a commodity and form of capital within a competitive sector which requires strategic management. I argue that such articulations of diversity are complicit in commodifying diversity which points to the circulation of diversity as a form of capital as a market practice within a competitive sector.

Extract 21 is from a semi-structured interview with SMT, a member of the Senior Management Team at MB University. When asked about her views on diversity at MB University, she responded:

Extract 21

> I think that we are remarkably international, but maybe, I think a lot of international students choose to come here because they want a diverse population. You go to some places and they are all Chinese. We have a diversity strategy, so we try not to take too many from any one place. We could fill our books today if we just opened it to Chinese students.

Across this extract, the SMT member uses first person pronouns 'I' and 'we' which she juxtaposes with the third person pronoun 'they'. Repetition of the first person collective pronoun 'we' across this extract depicts characteristics of MB University. The SMT member describes MB University as being 'remarkably international', which points to her view of nationality as a critical diversity category at MB University. She continues by contrasting her view of diversity at MB University with diversity in other 'places', i.e. universities, where 'they are all Chinese'. She then juxtaposes the heterogeneity of the student body at other institutions with that of MB University, which she explains is strategically managed through the university's 'diversity strategy' to ensure that there are not 'too many student from any one place'. As a member of MB University's Senior Management Team, SMT thus constructs diversity in the student population as a feature of MB University's identity and more specifically, she articulates heterogeneity across the student population as the desired outcome of MB University's management of diversity.

In addition to constructing diversity as a key feature of MB University's identity, SMT also suggests that MB University abides by principles in its approach to diversity management. As mentioned, she contrasts diversity at MB University with diversity at other universities which she describes as being 'all Chinese'. She explains that

MB University's strategy is designed to ensure that the university does not 'take too many students from any one place.' Repetition of the collective pronoun 'we' across this extract describing diversity in MB University's population constructs diversity and the strategic management of diversity as a core feature of MB University's identity. Repetition of first person pronouns in this extract could also be emotive, signalling a sense of pride associated with diversity at MB University. However, the notion of constructing diversity within MB University as a feature which requires management indexes a business model approach to diversity in MB University. Ahmed (2012) criticises such approaches to diversity in universities for overlooking the struggles of groups of people and potential inequalities within populations.

By contrasting mono-cultural Chinese populations in other universities with the 'diverse population' in MB University (lines 3-4), SMT suggests that MB University does not limit its student recruitment to a particular location. Furthermore, as an institution, she suggests that MB University seeks to develop a heterogeneous population. Through the word 'just' (line 5), SMT explains her view of the ease with which MB University could fill its programmes with students from China. This explanation, points to the SMT's understanding of the international student market and the term 'just' signals her understanding that the highest number of international students are from China (Universities UK, 2017). Moreover, by contrasting university populations which are dominated by high numbers of Chinese students with MB University's 'remarkably international' population, SMT indexes MB University's approach to international student recruitment as one which is not limited to one student market.

By citing diversity within the 'population' as one of the reasons 'a lot of international students choose' to study at MB University (lines 1-3), the SMT member reduces

diversity to a market factor which influences student migration. Through the verbs ‘choose’ and ‘want’, the SMT member points to consumer desire and customer choice which are principles of neoliberalism (Olssen and Peters, 2005). By embedding lexicon surrounding neoliberal ideals within discourses on diversity, the SMT constructs diversity within MB University’s population as a commodity. The commodification of diversity in this way shows that as a member of staff, the SMT indirectly endorses MB University’s construction of diversity as a market factor within Strategy 2020 as discussed in the previous chapter. However, Ahmed (2012) criticises marketised discourses of diversity in HE for concealing the reality, including challenges and inequalities within ‘diverse’ university populations.

The following extract is taken from my interview with lecturer 1. Similar to the SMT member above, lecturer 1 indexes that MB University has a strategic approach to international student recruitment which encompasses diversity management:

Extract 22

> I think to a large extent, that [‘recruiting students from all over the world’] has been managed very well, by the international office at the university.
>
> At a university level, we’ve never suffered. Well, you know, there were signs of it at one point I think, in the early naughties, where we thought we might go down the route of other institutions, where you could get a class full of Chinese students, or a class full of Indians, so the class becomes dominated by the students from a particular culture, and the students then think ‘well, this is not what I signed up for’… you know? ‘I came here to …’
>
> So you know, I think we have been very effective, I think, in terms of managing diversity.

Vocabulary in this extract signals the recruitment of international students as part of a business model approach and which has implications on student diversity at MB University. Through the verb ‘manage’ the adverb ‘very well’, lecturer 1 attributes the success of the management of recruiting international students to the ‘international

office'. By specifying a university resource, i.e. staffing and financial resources of the international office, allocated to the recruitment of international students, lecturer 1 conveys the university's commitment to the recruitment of international students. This further points to the significance of this group of students within MB University's institutional strategy. Moreover, by articulating the allocation of resources to international student recruitment, lecturer 1 indirectly points to the university's commitment to ensuring diversity represented by international students within the student population.

Through the verb 'manage' (line 2), lecturer 1 indexes the recruitment of international students as an unpredictable aspect of MB University's activities which requires management. By explaining his view that the international office has 'managed' this activity 'very well', lecturer 1 constructs the recruitment of international students as an activity, process or commodity which can be measured. His perception of successful and unsuccessful recruitment of international students is apparent in lines 3-8. Lecturer 1 explains that MB University has 'never suffered' and describes classes 'full of Chinese students' or 'Indian students' as 'signs' of unsuccessful international student recruitment. Classrooms dominated by 'Chinese' and 'Indian' students would be representative of the countries sending the highest number of international students within the global HE sector (Vertovec, 2007). However, by inferring that such classroom diversity would signal unsuccessful international student recruitment through the words 'never suffered', lecturer 1 indexes heterogeneity of diversity within the classroom as a marker of successful international student recruitment in contrast to mono-cultural groups. Similarly, Bolsmann and Miller (2008, p.82) found that international student recruitment activities in universities are designed to 'avoid the creation of national ghettos', which

supports lecturer 1's view that a range of diversities is an indicator of successful international student recruitment.

Towards the end of extract 24, lecturer 1 simultaneously constructs diversity within the student body as a market factor within a commodified HE sector. In line 8, lecturer 1 conveys his view of the student perception of mono-cultural classrooms and states 'this is not what I signed up for', followed by 'I came here to …' Verbs within this extract point to student choice and freedom within HE, which, as principles of neoliberalism, point to the commodification of HE (Olssen and Peters, 2005; Molesworth et al., 2009). This selection of verbs allow lecturer 1 to articulate student choice and expectation and preference of levels of diversity, specifically, preference of a heterogeneous learning environment, which shows how staff discourses on diversity are embedded within and endorse a commodified HE sector.

By articulating student expectations regarding diversity within the student body, lecturer 1 constructs diversity as both a commodity and a market factor within a competitive HE sector. Lecturer 1's preference of heterogeneity of the student body is underpinned by market and economic rationale as student preference of diversity represents consumer preferences within a marketised sector. Lecturer 1 shows that MB University adopts a strategic approach to international student recruitment which prevents the over-reliance on a single student market as a means of managing diversity and is underpinned by economic rationale. By measuring successful international student recruitment at MB University with its ability to produce heterogeneity across the student body and student preferences of diversity, lecturer 1 shows how MB University approaches diversity based on a consumer model underpinned by market rationale.

The extract below is also taken from my interview with lecturer 1. In contrast to the previous extract, in extract 23 below, lecturer 1 discusses international diversity amongst his colleagues. I show that though lecturer 1 signals high and complex diversity in nationality amongst his colleagues, the dominant discourse in this discussion of diversity is marketization of HE. Lecturer 1 indirectly points to his awareness of economic forces in HE and constructs diversity within MB University's population as a commodity and market factor within the student market.

Extract 23

> I teach in a group in which, where, I don't even know how many different nationalities are in that group, within the faculty of this group, People are from everywhere, Mexico, India, Greece, Russia, all over the world, you know?
>
> And, erm, we of course, now, I don't know if this is a sort of cynical view, but, we are kind of turning it to our advantage now, by saying 'well, look. We are incredibly diverse. Internationally, the demands of the global market, the demands of the global job market, and the employees need the skills to be able to work effectively across cultures. So, let's use this diversity to our advantage as a source of strength, and you know, 'sell it' to students as an 'opportunity' to work together with other people from different cultures, and to effectively develop and become more effective in your 'global employability.'

Nationality is the dominant diversity category used to represent diversity in the staff population. In the first part of this extract, lecturer 1 refers to the national diversity of his colleagues. Through stating 'I don't even know how many different nationalities' are amongst his colleagues, lecturer 1 indexes a high amount of diversity in nationality. He elaborates upon the diversities within the group by stating nationalities within the group, and then states 'all over the world, you know?' By listing countries and situating these countries within the whole world, lecturer 1 signals that the range of countries which his colleagues are from is not limited to a specific part of the world. The range of countries within his teaching faculty points to the global worker channel of migration which is associated with both globalisation

and superdiversity. In particular, the intensity of diversity in nationality amongst lecturer 1's colleagues implied through his inability to articulate the level of diversity is characteristic of superdiversity (Vertovec, 2007). In spite of criticisms of overly focused attention on nationality within migration and diversity studies (Vertovec, 2007), discourse in this extract signals the on-going relevance of this diversity category.

In the second part of this extract, lecturer 1 uses both the singular and plural first person pronouns 'I' and 'we'. He uses the singular pronoun to convey his personal viewpoint which he distinguishes from the institutional perspective or identity, which is presented with the collective pronoun. The juxtaposition of the two forms of the pronoun across this extract distinguishes his perspective within the university, whilst acknowledging his own role and participation within the university. Before describing the university's actions and attitude, lecturer 1 states 'I don't know if this is a sort of cynical view, but, we …' The two pronouns in this short extract point to lecturer 1's awareness of multiple attitudes or discourses within this context. He uses the adjective 'cynical' before describing the actions of MB University, which indexes potential negative interpretations of his words. Through the combination of 'I', 'cynical' and 'but', lecturer 1 uses discourse as a tool to distance himself from MB University's actions which he continues to describe.

In this extract, lecturer 1 commodifies diversity and HE. He explains how MB University manages and promotes diversity levels within its population to its student market. Lecturer 1 explains 'we are kind of turning it [diversity] to our advantage now'. Through the third person pronoun 'it', lecturer 1 is referring to diversity. This form of pronoun reduces diversity to a non-complex commodity which can be managed. Also, by situating the commodification of HE and diversity in HE in the

present through the word ‘now’, lecturer 1 indirectly suggests that this approach to diversity was not always the case. He suggests that complex and high levels of diversity may have been a disadvantage and/or problematic in the past. Lecturer 1 uses the present tense to articulate current perceptions of diversity in MB University, he explains ‘we are incredibly diverse’. Not only does the adverb ‘incredibly’ index diversity as a core feature of MB University’s identity it also conveys the intensity of this diversity as both a critical and advantage or source of capital for MB University. He qualifies the significance and value of MB University’s incredible diversity by citing the value of the ability to ‘work across cultures’ for employees within the ‘global job market’. Jamieson and Naidoo (2005) and Molesworth et al (2009) view graduate employment an issue which influences market rationale and the increasing commodification of HE. By embedding references to successful graduate employment within discourses on diversity within the staff population, lecturer 1 points to the commodification of diversity within the staff population as a market factor within a competitive arena.

Lecturer 1 conveys his understanding of the role of diversity in the staff population within MB University’s marketing strategy. In lines 8-9, lecturer 1 explains ‘So let’s use this diversity to our advantage’. The word ‘let’s’ is the contracted form of ‘let us’, and within the context of this extract, the pronoun ‘us’ refers to MB University and its ‘use’ of ‘diversity’ to its ‘advantage’. Through this part of the extract, the verb ‘use’ and the word ‘advantage’ points to the strategic use of ‘diversity’, whilst the word ‘advantage’ further signals a competitive dimension within HE. Lecturer 1 states that diversity in MB University can be used to the university’s ‘advantage’ as ‘a source of strength’ which can be sold to students. In this way, lecturer 1 describes a commodified and competitive HE arena and his articulations of ‘using’ diversity to the

university's 'advantage' simultaneously indexes diversity as a commodity and market factor.

Through the verb 'sell', the concept of selling diversity and the ability to sell diversity to students as an advantageous aspect of studying in MB University indexes the influence of neoliberal principles on HE market practices (Olssen and Peters, 2005) within a commodified sector (Molesworth et al., 2009). Through the verb 'sell' (line 9) and the notion of selling 'diversity', lecturer 1 constructs students as the consumers of diversity within a commodified HE sector. A number of authors, including Ahmed (2012), Blackmore (2006) and Bolsmann and Miller (2008) discuss the HE market practice of advertising student diversity to the student market. The verbs 'use' and 'sell' in this extract support and further point to the commodification of diversity whereby diversity across MB University's population is presented as an object which can be managed and sold to the student market. More specifically, the notion of selling 'diversity' (line 9) in lecturer 1's discourse can be viewed as a marketing strategy within a competitive marketised sector which is based upon the premise that staff and student diversity are market factors.

The following two extracts are taken from my interview with lecturer 2. In these two extracts, lecturer 2 discusses her understanding of student preferences and expectations of diversity within the student population. She articulates that diversity levels in MB University exceed both international and British student expectations. I show how through articulating student preference of diversity levels, lecturer 2's discourse commodifies diversity and constructs diversity as a market factor in a competitive sector. I also show that by indexing the intense and complex diversities within the student population, lecturer 2 points to the role of market forces in shaping diversity and superdiversity within MB University.

Extract 24

> I think that international students hope to work with British students. They see that as a ... They know it is going to be an international experience, with lots of people from lots of different countries, but they also, I think they envisage, a strong core of British students, with whom they think they are going to be able to discuss things with, interact, socialise with. You know, all that sort of thing. And it can be a real shock for them when they (international students) get here. I mean, we have had so few British students at postgraduate level.

Whilst discussing international student expectations regarding diversity within the student population, lecturer 2 forms a distinction between 'international students' and 'British students' (line 1). She uses the nationality of British students to construct British students as a distinct group within the student population. By stating 'we have had so few British students at postgraduate level' (line 7), lecturer 2 articulates British students as a minority group within the postgraduate student body. Continuing to use nationality to form distinctions within the student population, lecturer 2 homogenises the nationalities of all other students, whom she encompasses within the descriptor 'international'. She uses the term 'international' in spite of the fact that students from EU and EEA countries are recognised as home students under UKBA legislation. By referring to the nationality of British students and homogenising the nationalities of all other students through the descriptor 'international', lecturer 2 uses the discourse tool of 'othering' (Moncada Linares, 2016) to articulate the minority status of British students. Moreover, despite criticism of the limitations of nationality to represent the complexity of current levels of diversity (Vertovec, 2007), this extract shows the on-going relevance on nationality within discourses of diversity to convey the mosaic of diversities which characterise superdiversity.

Through the verb 'hope' (line 1), lecturer 2 signals that international students form an expectation and desire relating to diversity levels in MB University. She elaborates on her understanding that international students are aware of the 'international

experience' at MB University, however, she specifies 'the strong core of British students' and opportunities to interact and socialise with British students as an integral feature of this international experience. By constructing diversity in the student body as an expectation and desire of international students, lecturer 2 constructs diversity as a commodity within HE. Furthermore, by specifying a 'core of British students' within an 'international experience', lecturer 2 signals that students have preferred levels and types of diversity within universities, indexing diversity as a market factor. Within a competitive HE arena, this outline of international student expectations of diversity within the student population signals diversity management as an element of the university's business model. Moreover, by juxtaposing international student expectations of diversity with the 'real shock' at the low levels of British students, lecturer 2 indirectly points to the high levels of international diversity within the student population. In chapter 10, I explore student and staff discourses on their everyday experiences within a socially complex university.

Lecturer 2 elaborates on her understanding of student expectations and experiences surrounding diversity by contrasting her views on international student expectations with those held and experienced by British students. She explains:

Extract 25

> And erm, it is also the reverse for the British students. They can be a bit shocked to be in a minority, on their home turf, in an English city, in a British city. Also, to be a minority within a student group. I'm sure you have seen in class, we quite often have syndicate groups where there are no British students, or maybe one. I think everybody is wanting an education, but they also want an experience and I think that the UK students and the non-UK students envisage that experience in slightly different ways. There is a bit of a mis-match in both directions as well….

Staff discourse in this extract points to a competitive HE sector and the commodification of diversity within the student population. Lecturer 2 repeats the

verb ‘want’ across lines 5-6 to articulate her understanding of the student perspective. She explains ‘… everybody [British and non-British students] is wanting an education, but they also want an experience’. Through the verb ‘want’, lecturer 2 indexes the neoliberal principle of freedom of choice (Olssen and Peters, 2005) and constructs all students as consumers of education and shows her view that students are complicit in the commodification of HE. Having outlined the ‘shock’ and ‘minority’ status of British students in MB University and signaling student expectations towards diversity through the verb ‘envisage’ (line 7), lecturer 2 points to the intensity of diversity in MB University’s student population as a characteristic of the university and a market factor. Moreover, lecturer 2 indexes diversity within the student population as an integral element of the ‘education’ and ‘experience’ which students ‘want’ (lines 5-7), which thereby constitutes a market factor in HE.

By situating discourses on student expectations and experiences of diversity in MB University alongside a discussion of what students ‘want’, lecturer 2 commodifies diversity. Furthermore, she uses nationality, i.e. ‘UK’ and ‘non-UK’ to construct two distinct groups within MB University’s student population. In lines 6-7, she explains her understanding that these two groups have differing expectations of levels of diversity within the student population. Within a competitive marketised HE arena, lecturer 2’s distinction between the expectations of ‘UK’ and ‘non-UK’ students indexes her understanding of two distinct market groups which are integral to diversity levels within the university.

I revisit this extract in the following chapter in section 10.2 whilst discussing the relationship between diversity within MB University and the superdiverse city of [redacted].

9.3.2 Student discourses of diversity as a commodity

Though not representative of all students, the following extract is taken from an interview with student 2, an international student from China who is on the MSc Business programme. Below, I show that similar to discourse across Strategy 2020 and staff interviews, student 2 also constructs diversity as a commodity within a commodified HE system. Furthermore, I argue that student 2's use of language points to the circulation and domination of marketised language surrounding discourses on diversity in HE.

Extract 26

> DD: And, why did you decide to come to study in the UK at post-graduate level?
>
> Student 2: Because I think that in the UK, studying at post-graduate level will provide more opportunities to students, and we can communicate with other students from many different cultures or different countries. I think there are more opportunities. And, also, I think there are more challenges, but, I think that it is good for us to face something new and to face more experiences.
>
> DD: And when you say 'more opportunities here', do you mean more opportunities while you are a student, and/or, do you mean more opportunities when you graduate from a UK university?
>
> Student 2: I think, I have, er, firstly, if I have the chance to meet other international students, I have more opportunity to make friends with different people and to let them, sorry, listen, and to learn more from different kinds of the people. So, it's an opportunity to learn more, and I think this, this will be very beneficial for my future career or for my future in general.
>
> DD: Ok, so, therefore you think that, the UK, I mean, studying here is a multi-cultural place to learn. Is that one of the reasons that you chose to apply here?
>
> Student 2: This is the main reason actually, I think.

Whilst discussing the influence of cultural diversity in the UK on her decisions as a student migrant, student 2 articulates a commodified HE sector and constructs diversity within the student population as a market factor. She repeatedly indexes

studying in an environment with a high population of international students and cultural diversity as an ‘opportunity’. She elaborates on her views of cultural and national diversity in lines 3-7 and lines 11-15, citing the opportunity to meet and make friends with other international students as an ‘opportunity to ‘listen and to learn.’ Student 2 cites the ‘opportunities’ relating to meeting and communicating ‘with other students from cultures or different countries’ as the ‘main reason’ she decided to study in the UK. The notion of a student in a position to choose her location of postgraduate study demonstrates the neoliberal trait of freedom of choice (Olssen and Peters, 2005) within HE. By citing diversity in the student body as a critical factor in influencing her decision to study in the UK, student 2 shows how students are complicit in the commodification of HE and the construction of diversity as a market factor within this competitive sector.

Student 2 articulates her expectations of diversity within the student population which she describes as providing ‘opportunities’ and thus constructs herself as a consumer of education. As mentioned, student 2 repeatedly uses singular and plural forms of the noun ‘opportunity’ in extract 26. She explains her rationale for studying at MB University is underpinned by the opportunities which she associates with studying in a student population characterized by high numbers of international students. By citing diversity in the UK as the main factor which influenced her decision to study at MB University, student 2 endorses the significance of diversity management as a consideration within international student recruitment and a form of capital for MB University as articulated by lecturer 1 (extract 23) and lecturer 2’s articulation of student consumer like expectations of diversity at university (extracts 24 and 25). He argued that MB University ought to ‘sell’ its ‘diversity’ and use diversity for the university’s ‘advantage’ and student 2 indexes diversity in the UK and MB University

as the principle market factor which determined her decision to study at MB University. Student 2 and lecturer 1's constructions of diversity within MB University and HE more generally reduce diversity to a feature which is managed and promoted to students by universities. Both staff and student discourses are thus complicit in the commodification of diversity as a market factor within HE.

Articulations of 'learning' resulting from 'making friends' and 'communicating with' students 'from many different cultures, or countries' (line 4) signals diversity as a pre-requisite to a form of social capital which is of value within socially complex spaces. Student 2 describes the diverse environment as '… an opportunity to learn more, and I think this, this will be very beneficial for my future career or for my future in general' (line 15). By articulating her learning and this form of capital as being valuable within her career and general future, student 2 outlines a relationship between student migration and employment. More specifically, student 2 constructs global employment as a factor which influences student migration which signals that intertwining between student migration and economic migration channels which is a characteristic of superdiversity (Vertovec, 2007).

9.4 Discussion and conclusion

Staff and student discourse across this chapter are complicit in endorsing strategy discourses of competition and the commodification of diversity discussed in the previous chapter. Staff and student discourses construct HE as a global competitive arena which is influenced by multiple global factors and activities. For instance, across this chapter, my ethnographic orientation to discourse analysis shows how discourse invokes competition in HE, in the recruitment of international students which interplays with activities in the global employment market. Articulations of the necessity to 'serve' international students (extract 17) and references to the

neoliberal principle of choice in university (student 2, extract 20; student 2, extract 26) are some examples of language which point to the commodification of HE.

In assigning the university and its staff the role of 'serving' its students and advocating the freedom and choice of students within this sector, staff and student discourse construct a business-consumer relationship between the university and students. In this way, staff and student discourse endorse the economic rationale underpinning Strategy 2020 discussed in the previous chapter and perpetuate market practices within the sector. Furthermore, in juxtaposing references to the pressures on international student recruitment with 'big class sizes' and 'incoherent programmes', lecturer 1 indexes the domination and class room level consequences of MB University's over focus on its economic agenda.

Similar to Strategy 2020 discourse, situated within discourses of competition, staff and student discourse commodifies diversity within the student and staff population and construct diversity as a market factor within a competitive sector. Pointing to the level of staff awareness of market practices in HE and the intertwining of market practices with international diversity within the university population, staff discuss the university's decision to 'sell' high levels of diversity within the staff population to students (lecturer 1, extract 23). In this way, lecturer 1 indirectly constructs a consumer model of HE in which students adopt the role of consumer whilst international diversity amongst staff represents a market factor. Student 2 (extract 23) reinforces this notion through articulating the opportunity to communicate and learn within a diverse student population as a fundamental factor in her decision to study in the UK, thereby constructing international diversity within the student population as a market factor in HE. In articulating their respective views on international diversity within the student and staff populations, student and staff

discourse construct international diversity as a feature of MB University and a market factor which is integral to the university's ability to compete within the global HE sector. Student and staff discourse thus endorse economic rationale and the commodification of diversity within Strategy 2020 discourse as discussed in chapter 8.

The following chapter explores student and staff articulations of their daily experiences of encountering diversity within MB University.

Chapter 10

Everyday diversities in Higher Education

10.1 Introduction

In this chapter, I analyse student and staff discourses on their everyday encounters with diversity in HE. Vertovec and Meissner (2015) called for context specific research into superdiversity. My analysis of discourses on diversity in HE begins with staff and student discourses which point to a relationship between the complexity of diversity within the superdiverse city of [redacted] and diversity within MB University (10.2). I continue by analysing staff discourses on diversity within MB University's Business School and consider staff articulations of the influences of the international student population on classroom practices (10.3). Sections 10.4 and 10.5 focus on international student discourses on studying in group work and assessment in MB University. Though not representative of all student migrants, I show how international students view and experience language and educational capital as barriers to academic success and sources of discrimination in HE. My ethnographically informed discourse analysis of staff and student discourse across this chapter reveal a variety of views towards diversities within MB University which point to the normalization of social complexities, social tensions, stereotyping and marginalization. Moreover, I point to HE specific challenges, practices and attitudes relating to international student migration.

10.2 Diversity in the city and university

The following extract is taken from my interview with Lecturer 2 and was discussed in the previous chapter (section 9.3.1) in relation to competition in HE and the commodification of diversity. I re-present this extract below to analyse lecturer 2's

discourse on the relationship between the complexity of diversity in the superdiverse city of [redacted] and MB University.

Extract 27

> And erm, it is also the reverse for the British students. They can be a bit shocked to be in a minority, on their home turf, in an English city, in a British city. Also, to be a minority within a student group. I'm sure you have seen in class, we quite often have syndicate groups where there are no British students, or maybe one. I think everybody is wanting an education, but they also want an experience and I think that the UK students and the non-UK students envisage that experience in slightly different ways. There is a bit of a mis-match in both directions as well….

Lecturer 2 situates her articulation of the minority status of British students within MB University within 'an English' and 'a British' city. In this way, she constructs the complex diversity within MB University as a microcosm of the social complexities within the city, i.e. the superdiverse city of [redacted]. Lecturer 2 extends this 'minority' status of British students within the city to MB University and refers to the diversity within 'syndicate activities', i.e. postgraduate group work to convey the low number of British students. In this way, lecturer 2 constructs fluidity between the social complexities which students encounter within MB University and across the city. Moreover, through references to the 'minority' of British students and constructing diversity within MB University as a microcosm of diversity within superdiverse [redacted], lecturer 2 indirectly identifies MB University as a superdiverse institution.

Lecturer 2 further emphasizes the complexity of diversity in MB University by describing how 'shocked' British students often are by their minority status in MB University and the city, i.e. 'their home turf' (line 2). By identifying British students as

a ‘minority’, lecturer 2 indirectly assigns a ‘non-British’ identity to the remainder of the student population, i.e. ‘non-UK students’ (line 6) which is indicative of diversity in nationality and high number of international students in MB University. Her repeated articulations of the university’s location, i.e. ‘home turf’, ‘an English’ and ‘a British’ city serve to emphasise the intensity and normalization of the matrix of diversity in MB University and [redacted] which is characteristic of superdiversity (Vertovec, 2007), conviviality (Gilroy, 2004) and commonplace diversity (Wessendorf, 2014). However, discourses on students ‘wanting an education’ (line 5) circulate alongside lecturer 2’s discussion of the minority status of British students. As shown in the previous chapter, references to student expectations surrounding diversity, indexed through the term ‘envisage’ (line 7) point to the commodification of diversity within a commodified HE system (Marginson et al., 2009). Articulations of superdiversity in this context, suggested through lecturer 2’s discussion of the low number of British students in [redacted] and MB University thus interplay with discourses on competition and the commodification in HE within staff discourse.

The extract below is taken from my semi-structured interview with student 4, a Nigerian student who completed his undergraduate studies at MB University. Similar to extract 27 above, student 4 discusses diversity within [redacted] and the staff and student population at MB University. As mentioned in chapter 7, student 4’s discussion of ethnicity marks a critical incident within my development as a researcher which led me to question researcher positionality within the research process. I begin my analysis of extract 28 by presenting my analytical interpretation of the discourse followed by an explanation of my experience and thought processes as a researcher.

Extract 28:

DD: How do you interpret the term ‘culturally diverse?’ What does it mean to you?

If a place is culturally diverse, what does it mean to you?

Student 4: I would say in [redacted]… in fact, I would say that [redacted] is a bit weird, I would say, you know, there are too many Asians in [redacted].

During my time here, when I was doing my BSc at MB University, I found that there are a lot of Asians. There are not so many Africans. They are British.

I have not seen many people from places like Spain, Russia, the Ukraine, I haven’t really seen them.

DD: Do you mean [redacted] in general, or do you mean MB University?

Student 4: [redacted] and MB University.

DD: Ok, but, do you think that it is a diverse city or university?

Student 4: No.

DD: No?

Student 4: Laughs…

What do you mean by the word ‘diverse?’

DD: I am trying to find out what it means to you… To me, and I am not saying that I am correct in this, but, diverse means that there are a lot of different people, different in terms of culture, nationality…

Student 4: Well then, no. In [redacted], there are mostly Asians. In MB University, I would say there are mainly British, or maybe Black African British. But maybe there are 50% Asians at MB University.

Student 4 articulates cultural diversity within MB University as an extension of the complex diversity within the city of [redacted]. When asked about cultural diversity, student 4 explicitly refers to ethnic and national diversities. For instance, he refers to ‘Asians’ (lines 5, 7, 20 and 22) and ‘British’ nationality, and ‘people from places like ‘Spain, Russia, the Ukraine…’ (line 7). By describing this diversity as being ‘a bit weird’ (lines 4-5) and there being ‘too many’ in reference to Asians (line 5), student 4 uses racialized language to articulate his view of the complexity of diversity. In

acknowledgment of the limitations and over-reliance on ethnicity and nationality in discourses on diversity, Vertovec (2007) introduced the concept of superdiversity to represent the complexity of diversity within contemporary urban areas within Europe. [redacted] is viewed as a superdiverse city [redacted] and student 4's discourse in this extract shows how student 4 recognises nationality and ethnicity as critical diversities within this superdiverse environment. By referring to nationalities and ethnicities to articulate his view of cultural diversity, discourse in extract 28 points to the ongoing relevance of ethnicity and nationality as diversity categories within superdiverse areas.

Student discourse outlines a relationship between the complex diversity in MB University and the city of [redacted] and points to the normalisation of this social complexity. By stating 'MB University and [redacted]' (line 11), student 4 confirms his construction of diversity in MB University is embedded within diversity across the city. The lack of boundary or distinction between diversity within MB University and [redacted] articulated indexes the normalisation of social complexities within everyday life in MB University and [redacted]. Discourse on the normalisation of diversity as seen in this extract is central to Gilroy's (2004) concept of conviviality, whereby multi-culture is a recognisable regular feature within a population. Student 4 articulates the complexity of diversity within the city and MB University as fluid and therefore a quotidian feature of life for people in the city, including the student population. However, by referring to ethnicity and nationality and criticising the number of Asians in the city and university to articulate his view of cultural diversity across this extract, student 4 also points to the challenges and range of attitudes towards living with difference within socially complex urban areas. As a lens to living with differences, conviviality acknowledges the existence of racism and racist

attitudes within heterogeneous communities, whilst stipulating that individuals are able to live alongside one another and overcome their differences (Gilroy, 2004). At a basic level, student 4's articulations of tensions and his negative view towards diversity is to an extent consistent with elements of conviviality.

However, student 4's discourse in extract 28 is complex and points to a form of racism. Student 4 simultaneously criticises high levels of diversity in MB University and [redacted] yet also calls for 'more' of a specific type of diversity. In line 5, through the words 'too many', student 4 uses negative language to convey his view of the number of Asians in MB University and [redacted]. He continues to articulate a comparison between the high number of Asians he has seen with the few people from 'Spain, Russia and Ukraine'. In comparison to people of Asian ethnicity, populations from the aforementioned countries tend to be of white ethnicity. Thus, student 4's comments of [redacted] and MB University as being 'quite strange' and there being 'too many Asians' can be viewed as racist through expressing negative attitude towards Asians in comparison to people of white ethnicity. Such an attitude is consistent with both conviviality (Gilroy, 2004) and commonplace diversity (Wessendorf, 2014) which acknowledge the existence and circulation of challenges and tensions within socially complex populations despite the normalisation of diversities.

An alternative interpretation of student discourse referring to 'too many Asians' and diversity levels in MB University and [redacted] as being 'weird' is associated with market rationale in HE and the consumer attitude (lines 4-5). Student 4 is an international student from Nigeria and prior to commencing his studies at MB University, he may have had a specific set of expectations relating to diversity within the UK, [redacted] and MB University. By articulating the few individuals from

places like ‘Spain, Russia and Ukraine’, where individuals are typically of white ethnicity, student discourse indirectly points to his expectation of higher numbers of white people in contrast to the high numbers of Asians within MB University and [redacted]. The formation of an expectation of levels and types of diversity by high fee paying international students within a marketised HE sector is consistent with consumer expectations (Marginson et al., 2009). Moreover, discourses criticising the number of Asians within the locality and an indirect call for more individuals of white ethnicity of different nationalities depicts diversity as a market factor in HE.

As mentioned in chapter seven, my interview with student 4 and discourse in extract 28 above marks a critical stage in my development as a researcher. Hammersely (2006) considers the potential discord between participant and analyst viewpoints a critical issue in ethnographic research. Ethnographers may have different orientations towards the right of the researcher, which determines the extent to which participant and ethnographer perspectives are considered and represented in research. Up until the point of data collection, I naively assumed that having worked in HE for approaching 20 years, all research participants would be similar to myself in their curiosity about other cultures and enjoy the opportunities emerging from living in a superdiverse city. As advocated by Martin-Jones, Andrews and Martin (2016), it is important to explore the influence of my ethnic background on my actions as a researcher, my relationship with the interviewee and the data generated whilst discussing ethnicity within a superdiverse city during this semi-structured interview.

In this extract, student 4 states his opinion that there is a high number of Asians in both [redacted] and MB University. In the opening statement, he articulates his view that there are ‘too many Asians.’ I consider cultural diversity a complex term

which is open to multiple interpretations. I was aware that discussion of cultural diversity could lead to discussion of several topics, including language, ethnicity, religion and much more. Given student 4's comments about 'Asians', I was acutely aware of my ethnicity during the interview, which was also visibly apparent to student 4. At the time of interview and now, having reflected on this extract multiple times, I maintain that the language used by student 4, specifically, reference to 'too many Asians' is racialized language. This extract is indicative of student 4's preference of more heterogeneity within the population, i.e. less Asians, which points to a level of racism. As such a viewpoint differs significantly from my own, I struggled to respond to him. However, part of my difficulty in responding to him at this point of the interview resulted from me questioning my instinctive judgment of his words as I wondered whether or not student 4 would voice such an opinion in view of my ethnic background. These thoughts indicate my subconscious assumptions based on my ethnicity, which points to the relationship between researcher backgrounds, the process of data-collection and data analysis.

I also question whether or not student 4's ability to share his opinion on the issue of 'cultural diversity' in this way is exemplary of what Mann (2016) might describe as 'overrapport'. Whilst discussing reflexivity in interviews, Mann (2016) points to the significance of context and co-construction. He describes reflexivity as the 'how' and 'what' account within interview data, involving the interview conditions and interactional context, i.e. accounting for how talk is produced and whether there are dominant speakers. Rapport and empathy are factors which influence the relationship between interviewer and interviewee and have the potential to affect the quality of interview data. In terms of my position and relationship with interviewees, I experienced tension as a researcher whilst interviewing student 4. Having formed a

professional relationship with this student prior to the interview by providing him with academic support during the year of the interview, student 4 had previously alluded to his views on several topics including politics and religion in the context of his academic assignments.

Rather than challenge student 4, I decided to clarify his understanding of cultural diversity (lines 17-19). My second attempt to provide student 4 with an opportunity to explain his understanding of cultural diversity was an example of my attempt to refrain from imposing my own views or interpretation on him, i.e. and maintain ethical interview conduct. Secondly, this was also an opportunity for student 4 to modify or elaborate on his views. However, student 4 reiterated his perception of the Asian population in MB University and [redacted], which on this occasion he posits as being '50%.'

Scollon and Scollon (2004) encourage ethnographic researchers to consider their allegiances, i.e. who do they represent? From a social equality perspective, Tusting and Maybin (2007) discuss the issue of 'sides', which they highlight as a significant issue within linguistic ethnography research given the volume of studies which seek to investigate cultural and language inequalities in educational settings. However, I considered it my duty, as an ethnographic interviewer, to represent the views of research participants, whether students or staff, as accurately as possible. My experience with student 4 contains a level of disagreement between myself as the researcher with student 4, the interviewee. I disagree with student 4's opinion and personally wanted to challenge him on his view. From a social equality perspective, I believe I should have challenged student 4's opinion. However, I did not want to make student 4 feel uncomfortable and unable to express his opinion or force my

viewpoint upon him and risk him modifying his responses in light of my opinion or terminate the interview.

My dilemma of whether or not to express my personal opinions onto student 4 during the interview and risk influencing the data represents my epistemological belief that interview data should be representative of the respondent's beliefs and values rather than my pre-conceived notions. Rapley (2001) identifies two orientations towards interview data which can be viewed as a 'resource' and a 'topic'. Researchers who view interview data as a representation of the interviewee's reality treat interview data as a resource in contrast to those who treat interview data as a topic, which is representative of a reality which is jointly constructed by the interviewee.

Mann (2016) points to reflexive deliberation on how the interviewer's perspective influences co-construction within an interview. Epistemologically, I situate myself within the former group and hold interview data as a resource, however, within an interpretive approach, I was keen to ensure that data collected is representative of research participants (Erikson, 1980). My epistemological perspective prevented me from questioning student 4's views on the local Asian population. Instead, I maintained a neutral stance and allowed student 4 to elaborate of his own accord and thereby construct his version of 'cultural diversity' in [redacted].

10.3 Diversity in the classroom

Having discussed staff and student discourses on the relationship between diversity within the city and MB University, I continue by looking more closely at staff and student articulations of diversities within MB University. In this section, I analyse the role of diversity within MB University's Business School as constructed by staff and consider how staff perceive and respond to international diversities within the student

population. In the following extract, lecturer 2 briefly explains how diversity interplays with teaching and learning in the business school. She outlines how increasing mobilities, including international student migration, penetrate university life and are evident within daily aspects of MB University, including curriculum.

Extract 29

> Well, within the Business School context, that's often, or usually, that's often not just looking at the UK and not just looking at Europe, but making sure that we use case studies and examples from all over the world. But it is also potentially the daily world that we live in within the business school. We have such an international community, so, for the students, part of an internationalising experience can just be who they are with on a daily basis, and who they are studying with, and the kind of communication strategies that they need for that, while they study their theoretical modules and the erm, the taught curriculum...which is, at the same time, aiming to send them out as internationalised, and internationally competent business people.

Lecturer 2 constructs the Business School in MB University as a micro-context within MB University. She indirectly marks a distinction between the practices within the Business School and the rest of the institution by referring to 'the daily world which we live in within the business school' (line 4). Within teaching, she puts forward the use of case studies representing global perspectives as a teaching practice which shows a curriculum level response to globalisation in HE. She thus identifies curriculum as a locus for the intersection between global changes in mobility, i.e. international student migration and HE. In other words, curriculum represents a space in which HE responds to global changes, particularly those relating to student migration, indexing a HE specific dimension of superdiversity (Vertovec, 2007) and a pedagogic feature of internationalisation in HE (De Wit, 2011; Knight, 2015). In chapter ten, I explore how international students are presented in curriculum by focusing on curriculum, student and staff discourses on a specific postgraduate taught module.

Extract 29 also points to the normalisation of diversity in the Business School which resonates with the concepts of conviviality (Gilroy, 2006) and commonplace diversity (Wessendorf, 2014). Lecturer 2 cites that in addition to the curriculum content, part of the 'international experience' in the Business School is those 'who they [students] are with on a daily basis, and who they are studying with' (line 6). The conviviality of encounters with diversity in through daily activities such as study, indexes HE specific spaces in which both everyday multiculturalism (Wise and Velayathum, 2009) and superdiversity (Vertovec, 2007) exist. Furthermore, the normalisation of these encounters with diversity, evidenced through the frequency of these encounters, evident through the word 'daily,' resonates with Gilroy's concept of conviviality and Wessendorf's (2014) concept of commonplace diversity. Conviviality exists in areas with high levels of diversity whilst commonplace diversity specifically refers to superdiverse areas, however both concepts are underpinned with the view of that encounters with diversity are the norm.

At the end of this extract, lecturer 2 unites discourses of curricular responses to global changes with everyday diversities with both the commodification of HE and the concept of the knowledge economy. She stipulates the university's curriculum is '… aiming to send them [students] out as internationalised, and internationally competent business people' (lines 9-10). By articulating the role of the university being to develop 'internationalised' people, lecturer 2 constructs the university as a provider of knowledge for individuals to succeed within global business. Naidoo and Jamieson (2005) and Molesworth et al (2009) view the relationship between HE and successful graduate employment as a trait of the commodification of HE. In articulating the role of university and its curriculum to help students become 'internationally competent business people', lecturer 2 endorses the commodification

of HE and service provider status of universities. The adjectives ‘internationalised’ and ‘internationally competent’ are vague descriptors of the forms of capital which MB University is responsible for developing for its graduates to succeed in business, these adjectives indirectly index MB University students as potential economic migrants. Moreover, by citing the ‘international community’ (line 5) and ‘the daily world that we live in’ (line 4) as factors which underpin the ‘internationalising experience’ of students, staff discourse points to the normalization of high numbers of international students within the Business School. Furthermore, in attributing everyday interactions within the ‘international community’ to MB University’s ability to develop ‘internationally competent business people’ (line 10), staff discourse constructs international student migration and diversity within MB University’s population as integral to the success of MB University graduates. Lecturer 2’s discourse thus intertwines the normalization of diversity, which is often associated with conviviality (Gilroy, 2006) and superdiversity (Vertovec, 2007) in modern urban areas, with the commodification of HE and the knowledge economy.

Extract 30 below is taken from part of my interview with lecturer 1 during which he discusses his teaching approaches and experiences of teaching groups with high numbers of international students. Instead of explicitly citing teaching techniques, he outlines his increased awareness of behaviours which he associates with different cultures:

Extract 30

> Lecturer 1: Yeah, they [students from polychronic countries which are usually African nations, lecturer 1 explained earlier in the interview] come in maybe ten minutes late, I mean, some of them even come in maybe an hour late, or an hour and a half late sometimes. I mean, a German person would not dream of doing that. They would be there from the beginning, you know? Before it started, and so, it …

> I have just become so much more aware of those things and I'm much more relaxed about it now and I've got some colleagues who get really annoyed and will go to war if people try to come in late. I've heard horror stories about colleagues, old style colleagues, you know, of people locking the doors and not letting late students in, and all of that sort of stuff. And no, I'm much more, erm, multi-cultural. You know? And I use that term purposefully.

In this extract, lecturer 1 uses nationality and cultural practices to distinguish students, and their behaviours in the multicultural classroom. Lecturer 1 makes a comparison between cultural attitudes towards time whereby he attributes the late arrival of some students from 'African nations' to their polychronic cultures, i.e. cultures which do not view time as a linear concept (López, Veláquez Reyez and Carillo Gamboa, 2016). He contrasts the polychronic practices of 'African nations' (line 2) with the monochronic practices of students from 'Germany' (line 4). Through the descriptors 'African nationals' and 'Germany', lecturer 1 uses nationality to identify and discuss diversity in cultural practices regarding the concept of time. Similar to previous extracts, lecturer 1's use of nationality to distinguish between attitudes towards time signals the on-going reliance and relevance of nationality within discourses of diversity. Furthermore, by associating differing attitudes towards time with nationalities other than his own, lecturer 1 'others' both 'African nationals' and Germans based on a sociocultural practice. This form of othering points to stereotyping of individuals based on a sociocultural practice which is likely to differ across individuals (Linares, 2016).

Lecturer 1's articulation of an association between attitudes towards time and nationality signals the generalisation and stereotyping of behaviours based on nationality. However, in the wider context of this extract, lecturer 1 attributes his increased awareness of cultural attitudes and behaviours as having been integral to his professional practice in a multicultural setting, which he contrasts with challenges

experienced by his colleagues who lack cultural awareness. Lecturer 1 uses a series of negative adjectives to convey the challenges experienced by his colleagues within the multicultural classroom. For instance, he describes incidents involving his colleagues as ‘horror stories’ which clearly depicts his negative view towards colleagues who would ‘go to war’, by ‘locking the doors’ and ‘not letting late students in.’ Lecturer 1 describes these colleagues as being ‘old style’ and thereby indirectly signals an alternative view and approach is required in current multicultural classrooms. The behaviour and attitude described by lecturer 1 points to a lack of understanding, rigid practices which are outdated within university classrooms populated with international student migrants and an ethnically diverse home student population, i.e. a superdiverse classroom.

In this extract, lecturer 1 points to the transformative potential of stereotyping and othering. Lecturer 1 uses the phrasal verbs ‘so much more aware’, ‘much more relaxed’ (lines 7-8) and ‘much more multi-cultural’ (line 12) to convey his current level of understanding and attitude towards cultural differences within the multicultural classroom. The adverb ‘more’ indirectly conveys the comparison between his current levels of awareness and understanding to his previous awareness, which he exemplified through describing his stereotyping of attitudes towards time based on nationality. Linares (2016) discussed the potential of stereotyping within the classroom in constructing a cultural dialogue leading towards transformation in attitudes. In this extract, lecturer 1 attributes his development of professional practice in the multicultural or superdiverse classroom to his initial stereotyping of behaviours which served to increase his understanding of culturally rooted attitudes towards time. Though continuing to stereotype student time keeping practices based on cultural associations, staff discourse signals how in the absence of knowledge, in

this instance, the stereotyping of student time keeping practices informed lecturer 1's approach to students within the superdiverse classroom. Vertovec (2007) outlined the necessity for context specific frameworks for institutional level responses to superdiversity. In constructing cultural awareness as an essential form of knowledge, or human capital for staff within superdiverse universities, lecturer 1 articulates cultural awareness as an area for staff development which also points to a professional and institutional response to superdiversity in HE.

10.4 Diversities within group work

This section continues to explore everyday interactions with diversity within MB University by focusing on student discourse. The following extracts are from my semi-structured interview with student 1, a female Venezuelan postgraduate student discussing her experience of group work within her MSc programme in Human Resource Management. Whilst I do not consider her experience representative of all international students, student 1 identifies diversity in culture, nationality and language as categories of diversity which were challenging during group work. She specifically discusses her experiences of linguistic marginalisation as a minority within a group of Chinese postgraduates within her programme. Despite acknowledging challenges within group work, student 1 articulates her understanding of the relevance of this type of activity for her professional development.

In extract 31 below, I asked student 1 to explain what helped her develop her intercultural awareness whilst studying at postgraduate level at MB University.

Extract 31

> DD: Erm, do you think that throughout your course... no, I will rephrase that... has anything, during your time at MB University, helped you develop your intercultural awareness and skills?

> Student 1: Erm, yeah, like, the course itself, there are so many, other nationalities than UK people, and erm, especially the group work (nods), erm, it was helpful to deal with the different cultures. Erm, you are really involved in working with them, and to deal with different languages and different ways of working and erm, yeah. So, group work was a big thing to work with.

Through the term ‘nationalities’ and ‘UK people’ (line 5), student 1 uses nationality to articulate the intensity and level of diversity on her MSc programme. Again, this points to the on-going relevance of nationality as a diversity category, in spite of increasing complexities in diversity within superdiverse areas (Vertovec, 2007). Student 1 cites diversity in nationality and culture on her ‘course’ as having helped her develop her intercultural awareness and skills, which indirectly indexes the university’s successful diversity management by creating an internationally and culturally diverse learning environment as stated within Strategy 2020 (appendix a). Student 1 also attributes her development in intercultural awareness and skills to her experiences with group work. This points to a combination of diversity management at programme level and classroom level through the composition of student groups to allow students to interact with others whilst developing their cultural awareness. Student 1 uses the adverb ‘especially’ to emphasise the role of group work in helping her develop her ability to ‘deal with the different cultures’, languages and work in different ways. In line 6, she elaborates and uses the adverb ‘helpful’, to describe the benefits of working with individuals from different cultures who speak different languages and have different ways of working. Williams (2010) views social knowledge obtained through communication within groups as an element of human capital within the knowledge economy. By articulating the benefits of group work on her course, student 1 constructs the learning which she developed from group work as a form of knowledge. This signals that as an international student, she recognizes

the relevance and value of developing social knowledge in a group in which different ‘nationalities’ are represented.

However, the language which student 1 uses to describe her view towards the knowledge which she developed through group work signals a shallow attitude towards learning which points to the commodification of social knowledge. As mentioned, in line 6, student 1 combines the adverb ‘helpful’ with repeated use of the phrasal verb ‘to deal with’ the range of languages, cultures and approaches to learning. This combination of adverb and phrasal verb does not provide any detail regarding her experience, other than articulating it as having been ‘helpful’. The verb choice ‘to deal with’ lacks a developmental dimension in these areas as she fails to elaborate on what it means to ‘deal with’ different languages, cultures and people with different approaches to learning. Rather, the combination of ‘helpful’ and ‘to deal with’ is reductive as it fails to index the development of cultural awareness or the ability to communicate across cultures. Consistent with consumer perspectives towards education within a commodified HE sector (Molesworth et al., 2009), articulations of learning developed through group work as being ‘helpful’ ‘to deal with’ discourse points to a superficial attitude towards learning focuses on the ability to demonstrate the possession of educational capital rather than the process of learning. Ahmed (2012) criticizes universities for reducing diversity discourses to skills and as can be seen in extract 31, student discourse is complicit in reducing group work within a culturally diverse group to a skill, which shows how reductive discourses on diversity circulate within a commodified HE system.

The following extract is a continuation from extract 31 above from my interview with student 1.

Extract 32

DD: Did you enjoy this group work, or were there difficulties?

Student 1: Erm, it was difficult, because it was, sometimes, it was really hard to communicate, because, yeah, like, when there were different people from the same country in one group, they tend to talk to each other in their own language to each other.

DD: Right.

Student 1: And, yeah, like, it's hard to explain stuff sometimes.
Yeah, it was difficult, but I like, I didn't have much luck with my syndicate group, so it was like, no. No.

Whilst elaborating on her experience of group work, student 1 identifies communication as the primary challenging area within this form of social learning. Though she does not refer to a specific nationality in this extract, she associates difficulties in communicating with the fact that 'there were different people from the same country in one group' (lines 3-4) and that they tended to communicate with each other in their native language. Student 1 distances herself from other group members based on their nationality and shared native language, which exemplifies the binary construct of the 'self' and 'others' (Suomela-Salme and Dervin, 2009). Furthermore, by describing the language practices of her group members, who tended to 'talk to each other in their own language' (line 4), student 1 articulates how her group members used language as a resource to negotiate their power and marginalize her from the group.

By citing language as the primary challenge during her group work experience, student 1 constructs language as a critical diversity category during group work and as a site of inequality. She explains that a number of students within her group shared the same first language and tended 'to talk to each other in their own language to each other' (lines 4). Though student 1 does not cite the dominant

language within the group at this stage of the interview, she constructs the dominant first language of group members as a form of capital within this group work experience. In spite of the common group language, i.e. English, as determined by tier 4 visa regulations, the dominant language background within the group determined the group's language of communication. Due to her minority status in terms of language background, student 1 was unable to engage with her group members which signals the language marginalization which she experienced and indexes language as a site of inequality within a multi-lingual space. Student 1's experience shows the complexities of communicating within multi-lingual superdiverse spaces and shows how superdiverse classrooms are microcosms of society in which identities of power are negotiated. Specifically, student 1's account demonstrates the linguistic implications of the interplay between student migration and country of origin in HE whereby dominant first languages, rather than national language policy, determine the language of communication. This points to the requirement of teaching staff to either encourage or stipulate that students should communicate with one another in English during group work activities and arguably, more generally in the superdiverse classroom.

In attributing the difficulties in her group work experience to the domination of a particular nationality in the group, student 1 points to a relatively mono-cultural group of students. This composition of student diversity is consistent with the 'national ghettos' within universities which Bolsmann and Miller (2008, p.82) attribute to international student recruitment strategies which are based on economic rationale and over-reliant on particular student markets. In contrast to her earlier positive attitude towards group work (extract 31 above), student 1 indirectly criticizes diversity management at course level and signals her preference of a range of nationalities

within groups rather than there being one dominant nationality. Furthermore, the mono-cultural group described by student 1 contradicts the heterogeneity within the student population described by the SMT member in chapter 9 (section 9.3.1).

At a later stage during my interview with student 1, I asked her to elaborate upon the difficulties which she experienced during group work. In this extract, student 1 directly refers to the Chinese nationality of her group members and constructs a relationship between difference in attitudes towards organization and cultural background as challenging.

Extract 33

> DD: So, what kind of difficulties have you had? Practical things like making arrangements?
>
> Student 1: Or, I think, yes, everything seems, yes, making arrangements, like when to meet, where to meet, erm, priorities, and how to start the meeting, how to develop it, because, at the end, you have to, because, lets say, I have say, a stronger personality than say a Chinese person, then I erm, I end up doing everything, cos, erm, you know, erm, when you ask a Chinese person, you know, erm 'what do you think?' , they, erm, say, they really struggle, to erm, communicate with others because of the culture. They erm, they really, I think it is really difficult for them to erm, to erm, open up to erm, to different people. I don't know about the understanding, but erm, to express themselves, it is really difficult.

This extract contains further examples of 'othering' and stereotyping based on nationality through discourse. Student 1 repeatedly refers to the Chinese nationality of her group members and distinguishes herself from her group members based on their differing personalities and attitudes. This binary construction of herself and others, based on her minority nationality in comparison to the dominant Chinese nationality within the group is exemplary of 'othering' (Suomela-Salme and Dervin, 2009). Student 1 juxtaposes different forms of the second person plural pronoun 'they', 'themselves' with the first person pronoun 'I' to distinguish her behaviour and

attitude to those of her Chinese colleagues. By using the second person plural pronoun ‘they’ to represent the behaviours of her Chinese group members, student 1 homogonises the behaviour of her Chinese group members, thereby outlining an essentialist view of a group of people based on general behaviours which amounts to stereotyping (Linares, 2016).

Differing attitudes towards organisation and resulting challenges index context specific difficulties which student 1 experienced within group work. Between lines 3-5, student 1 cites ‘making arrangements’, including ‘where and when to meet’ and deciding ‘priorities’ as problematic aspects of group work. Through repetition of ‘Chinese’ and the third person plural ‘they’, student 1 culturally stereotypes the behaviours and attitudes of her group members and attributes the difficulties which she experienced in group work to these culturally stereotypical behaviours. However, despite the challenges of working in a group, student 1 indexes a level of cultural awareness and a commitment to overcoming challenges by articulating her view that the difficulties which she encountered were ‘because of culture’. Her articulation of challenges in group work underpinned by cultural differences within a socially complex classroom are consistent with conviviality (Gilroy, 2004). However, student 1’s articulation of the ‘struggle’ or difficulties in communicating experienced by Chinese students is exemplary of a deficit discourse for a specific group within the international student population. Carroll and Ryan (2005) found that teaching staff often used deficit discourses whilst discussing international students, whilst extract 33 shows how international students themselves use deficit discourses to articulate diversity in ability to communicate within and across the international student population. As mentioned above, student 1 repeatedly uses the pronoun ‘they’ to refer to Chinese students which emphasises the deficit discourse and constructs a

negative stereotype of Chinese students. This notion is contradictory of the unity which is associated with Gilroy's (2004) concept of conviviality despite social differences.

In addition to containing further examples of 'othering', student 1 explains how her group was able obtain to a 'good' result in their assessment, in spite of difficulties in communicating:

Extract 34

> Student 1: So, erm, when you are actually in a meeting with erm, three Chinese people, and you have to get a job done, it is sometimes, it erm can be really difficult because, erm, to erm, to get ideas on the erm, on the table. It is difficult. And, erm, to erm, to have like, erm, open discussions.
>
> DD: So, erm, have you developed different strategies to erm, to deal with this? Or did you do the work yourself?
>
> Student 1: Mmm, well, erm, last term, I ended up doing the work by myself, because, erm, I just couldn't communicate with them. Even though I tried, but I think that the situation that we were in, because we had a deadline, and besides that deadline, we had seven other assignments, so, we didn't really have time to, to really meet, to get to know each other, ok, to know, 'ok, so, how am I going to deal with you...how am I going to learn from you...'
>
> We didn't really develop, like, a scenario where we were able to communicate properly, so, at the end, I ended up doing it by myself, and I didn't really learn how to, how to communicate with them.

The social composition of the group and process of group work outlined in this extract construct the classroom and group work experience as a microcosm of socially complex spaces. Moreno-Lopez (2004) found classrooms to be spaces in which power identities and relationships are formed based on cultural backgrounds, values, languages and behaviours. Similar to extracts 31 and 32, student 1 distinguishes herself from her group members by referring to their Chinese nationality. She uses pronouns to 'other' her group members, using the first person pronoun to construct herself in contrast to the third person plural to represent her

group members. However, this extract differs from previous extracts, as despite her repeated efforts of ‘othering’, through the first person plural ‘we’, in ‘we had to get a job done’, student 1 constructs the group as a collective, or ‘one’, united by their assessment. However, despite acknowledging group unity through the group assessment, pronouns across this extract clearly point to constructions of the self and other, which in the context of extracts 31-33, showing how nationality, language and culture, signalled through ‘Chinese’ are used to distinguish between the self and other.

Despite the task of a group assessment, student 1 presents a combination of pressure due to academic deadlines and difficulties in communication as the reasons she completed the group task independently. She explains ‘you have to get a job done’ (line 2) and later elaborating ‘we had a deadline… seven other assignments’, which leads her to state ‘I ended up doing the group work by myself … because I couldn’t communicate with them’. The act of completing a group task independently counteracts the premise of group work. The notion of civility within Wessendorf’s concept of commonplace diversity (2014) can increase understanding of student 1’s decision to complete the group assignment alone. Wessendorf (2016) refers to strategic civility to describe superdiverse contexts in which individuals acknowledge differences, including opposing views, yet choose to overlook or not pursue issues in order to maintain a positive environment. Student 1’s decision to carry out the group task independently could signal a desire to avoid conflict within the group due to what she attributes to a combination of ‘national’ and ‘cultural’ differences, thereby showing an example of civility in group work. By referring to her independent efforts to ensure the group completed their group task, student 1 constructs herself as an

individual driven by academic achievement and shallow forms of learning which index a consumer attitude towards HE (Molesworth et al., 2009).

10.5 Diversity in educational capital

In this section, I continue to discuss the views of student 1. As mentioned, student 1 is a female Venezualan postgraduate student whose first language is Spanish. Whilst I do not view her opinions as being representative of all international students, student 1 continues to construct the superdiverse classroom as a microcosm of society. Student 1 articulates specific language and educational backgrounds as forms of capital in MB University whilst projecting differences in language and educational backgrounds as barriers to academic successin the superdiverse classroom.

In extract 35 below, student 1 outlines her experiences of assessments in MB University:

Extract 35

> Student 1: Even during the lectures. Erm, because when you approach them, they realise, they erm, or maybe, even when they are marking, erm, erm, erm, they kind of know they have, erm, 90% of students from different cultures, then again, the British get the highest marks. They should kind of know that, ok, this is kind of a ‘people’s language’ rather than a first language, so how are we going to balance this out.
>
> DD: I see. So, you think that the reason for lower marks with some students is because of difficulties, simply due to difficulties with language?
>
> Student 1: No, no. No, no no. I think that universities, maybe they just don’t realise that most of us are international students and that we might not have the same skills as others. And as well, different learning styles. But, at the end, universities are providing us with, let’s say, you guys in the Learning Development Centre, that you can go to it, if you feel like you have a shortage of skills.

Student 1 uses the discursive technique of ‘othering’ across extract 35 to homogenise groups within MB University, namely, staff, international students and British students. Through her use of the first person plural pronoun ‘you’ in line 1, and subsequent reference to ‘students from different cultures’ (line 3), student 1 aligns herself with the group of international students, united by their migration channel. She articulates her perception of the high level of international students on her programme by specifying that ‘90%’ of students are ‘from different cultures’. This high percentage of international students signals the high levels of diversity in MB University. She distinguishes the collective of international students, based on their cultural diversity and migration channel from the ‘other’, who are united by their ‘British’ nationality. Student 1 thus homogenises all non-British students within one category which contradicts university and UKBA categorisation of home European and international students.

In addition to grouping international students based on their non-British status, student 1 also indexes their language ability (line 5), and diversity in ‘skills’ (line 11) and ‘learning styles’ (line 11) as traits of international students which are distinct from those of British students. Carroll and Ryan (2005) discuss challenges faced by international students and teaching staff resulting from diversity in language and educational background. They explain that international students often struggle to understand and meet differing academic expectations within assessment. In extract 35, student 1 attributes the lower marks received by international students in comparison to their British classmates to diversity in ‘language’, ‘skills’ and ‘learning styles’ within the international student cohort. In this way, student 1 embeds diversity in language, skills and learning styles across the international student population within a deficit discourse of this student group.

Student 1's references to diversity in language and educational skills resulting from educational background as reasons why many international students struggle in MB University represent two dimensions of superdiversity variable human capital (Vertovec, 2007). In this way, student 1 shows how superdiversity variable migration channel and legal status relating to international student migration interplays with human capital in HE. By attributing the 'higher marks' received by 'the British' to diversity in educational and linguistic capital, student 1 simultaneously constructs educational background and language as forms of capital and barriers to academic success. Furthermore, she points to MB University's curriculum as one which is designed to recognise and reward forms of academic capital developed in British education systems in contrast to those from other parts of the world. In this way, she constructs British students as a homogenous group, possessing the same educational, linguistic and cultural forms of capital, which is not the case. Student 1 thus indexes MB University's curriculum as one which is designed to discriminate against diversity in educational capital amongst student migrants.

Hierarchy in terms of power and authority within HE are also evident across this extract. Through the third person plural pronoun 'them' and 'they' repeatedly across extract 35, student 1 refers to MB University staff who mark student assignments. Once again, pronouns in this extract homogenise MB University staff based on their role and their authority to determine academic results. Student 1 articulates a hierarchical distance between international students and staff by juxtaposing the first person plural pronoun 'you' with the pronoun 'them' in reference to international students and staff respectively whilst stating 'when you approach them' (line 1). She also indirectly signals responsibility and blame towards staff through the modal verb 'should' within 'they should know' (line 4) whilst outlining her view that staff ought to

be aware of diversity in linguistic and educational backgrounds. Through the expression ‘how are we going to balance this out’ (line 5), the pronoun ‘we’ constructs staff as a homogenous group with the power to ensure that international students with diversity in language and educational capital are not discriminated against within assessment. In terms of stratification in HE, student 1 constructs an upwards hierarchy between international students and staff, the latter possessing a hegemonic power in determining the academic success of international students. She also indirectly indexes staff as inconsiderate of difficulties in accessing curriculum based on diversity in educational and linguistic capital within the international student population.

In lines 9 - 14, student 1 further constructs a hierarchical society by articulating universities as agents of power and authority. Student 1 states ‘I think that universities, maybe they just don’t realise that most of us are international students and that we might not have the same skills as others.’ In this extract, she uses the third person plural pronoun ‘they’ to represent ‘universities’, through which she homogonises universities into a collective group. She juxtaposes the third person plural pronoun ‘they’ with the first person plural ‘us’ to distinguish universities as a powerful agent within society from international students. Juxtaposing these groups within society emphasizes their contrasting levels of power. As mentioned, student 1 groups international students based on their non-British backgrounds and their diversity in language background (line 5), skills and ‘different learning styles’ (line 11). Until line 11, student 1 attributes the divergence in assessment scores between British students and non-British students to diversity in human capital and thereby constructs human capital as a site of inequality within assessment. Student 1 thus indirectly suggests that as powerful agents, universities are gatekeepers of student

success which attribute value to educational capital developed within the British education system, thereby discriminating against students with different forms of educational capital.

From lines 10-15, student 1 refers to a ‘shortage of skills’ which some international students may ‘feel’ they have, through which she articulates a deficit view towards international students. In this way, student 1 acknowledges and is complicit in constructing a deficit view towards the educational and linguistic capital of international students which is prevalent within universities with high numbers of international students (Carroll and Ryan, 2005). However, student 1 also acknowledges that as an institution, MB University responds to diversity in educational capital in the student body through the provision of services such as ‘the Learning Development Centre’, i.e. an academic support service. This is an example of a HE specific institutional response to diversity which is typical within superdiverse areas (Vertovec, 2007).

10.6 Discussion and conclusion

Ethnographically informed discourse analysis of student and staff voices of their everyday experiences of diversity in MB University discussed across this chapter increase understanding of Strategy 2020 discourses on diversity discussed in chapter 8. Strategy 2020 was shown to reduce diversity in the university population to a commodity and as a marker of quality within the competitive sector. Student and staff discourse analysed in the opening section of this chapter construct diversity within MB University as a microcosm of diversities within the superdiverse city of [redacted]. Furthermore, through a superdiversity lens, this chapter has also identified some HE specific diversity discourses, including the interplay between HE market activities driven by neoliberal practices, expectations surrounding diversity in

the university population and diversity in educational capital. Student and staff diversity discourses discussed across this chapter thus point to the co-existence of a range of views and attitudes including both the normalisation of social differences and stereotyping of groups based on social differences.

Despite criticism of over-reliance on ethnicity and nationality within diversity studies (Vertovec, 2007), I have shown how student and staff discourses rely on nationality and ethnicity as descriptors of diversity within MB University and [redacted]. Student and staff discourses conveying the challenges of living and studying within a superdiverse city and university articulated across this chapter point to the ongoing relevance of nationality and ethnicity within socially complex spaces. Both students and staff point to the normalisation of international student diversity and in extract 29, lecturer 2 uses a reductive discourse whilst outlining the relationship between everyday interactions within this 'internationalised' learning environment and the development of useful skills. This reductive discursive technique and viewpoint evident through lecturer 1's articulations of diversity as a commodity resonate with those identified within Strategy 2020 (chapter 8), thereby endorsing the commodification of diversity.

Student discourse has been shown to refer to ethnicity and nationality to form the basis of a range of criticisms of diversity, including the challenges of social differences and experiences of discrimination in MB University and [redacted] (extract 28), indexing racial tensions within this environment. I explored student 4's articulation of diversity in [redacted] and MB University and discussed the dual notion of racism and calling for more diversity based on criticisms of the high numbers of Asians within the population in comparison to the low number of individuals of white ethnicity, as inferred from reference to people from 'Spain,

Russia and Ukraine'. However, I also posit this racialized attitude towards diversity could be indicative of a consumer attitude towards diversity, whereby, reinforcing commodified discourses on diversity identified within Strategy 2020 (chapter 8), student 4 assigns himself the role of consumer within the HE market. Indexing his consumer attitude which endorses the commodification of diversity, as a fee-paying international student within a competitive market, student 4 formed his own ethnic expectations of the population within a UK city and university which differed from that which he experienced. Though not expressing negative attitudes towards the social complexity within the student population, the SMT and lecturers 1 and 2 articulate their awareness of student expectations of diversity within MB University, and the shock expressed by students towards the complexity of diversity within the university.

Challenges, tensions and the development of cultural understanding are evident across student and staff discourses within the classroom. For instance, I have shown how student discourse adopts selective use of pronouns and references to 'Chinese' students, i.e. ethnicity and nationality, as discursive tools to distinguish between the 'self' and 'others' (extracts 33-35). This discourse shows diversity and tension within the international student population and the insistence of difficulties in communicating with 'the other', i.e. Chinese students in this instance, contradicts the sense of unity which is associated with conviviality and commonplace diversity. Student 1's experience of group work, particularly the marginalisation which she experienced, contradicts the development of an 'international outlook' and an ability to 'lead diverse groups' articulated within Strategy 2020 in chapter 8.

Student 1's discourse also constructs international students as a homogenous group which is distinct from the other, i.e. 'British' students, which she unifies by their

nationality, language and educational capital. By othering British students, student 1 identifies diversity in English and educational capital as sources of discrimination and a barrier to academic success for international students. In this way, an international student, student 1 uses a deficit discourse to describe the academic level and experience when positioned in MB University, a UK based university. By homogenising the educational capital of international students through adopting deficit discourses, student 1's articulation of international students educational capital is not consistent with the 'outstanding international students' described in Strategy 2020.

Staff discourse also points to the cultural stereotyping of international students, however, in contrast to student discourse, discourse analysis of staff othering of international students behaviours show the developmental potential of stereotyping. By stereotyping student behaviour and attitudes towards time, lecturer 1 increased his awareness of student attitudes towards time-keeping within the superdiverse classroom. Whilst lecturer 1 explains how cultural knowledge obtained through the stereotyping of time-keeping practices increased his understanding and attitude towards the arrival times of international students, and thereby his teaching practice, his initial lack of understanding points to the need for staff development in cultural awareness.

The next chapter examines curriculum level responses to increased migration.

Chapter 11

Diversity and the curriculum

11.1 Introduction

By focusing on the LACS (Learning and Careers Skills) compulsory postgraduate taught module, this chapter explores curriculum responses to international student diversity. The chapter is divided into four sections, in section 11.2, I analyse the module description document, which outlines module details and in section 11.3, I analyse student and staff perspectives of the module as expressed during a focus group and semi-structured interviews. My analysis of the LACS module description shows that the module is designed in response to diversity in educational capital within MB University's student population which results from international student migration. The LACS module aims to help students improve their academic practices on their MSc programme and my analysis of the LACS module description reveals that MB University articulates a deficit discourse in educational capital surrounding the international student cohort. In section 11.4, I show that there is a misalignment between staff and student views on diversity in educational capital amongst international students and curriculum content. Despite student criticisms of the cross cultural and group work elements of the LACS module, in section 11.5, I show that students demonstrate consumer attitudes towards curriculum by recognising the value of these forms of social and cultural capital if transferable to the employment market.

11.2 Curriculum responses to international student diversities in the LACS module

The LACS module is a taught credit bearing module which is compulsory for all postgraduate business students on the MSc programmes in Business and Marketing

Analytics and Operational Research and Performance Management. These postgraduate business programmes are dominated by high numbers of international students.

Extract 36 below is taken from the section entitled ‘Mode of Study’ which situates the module within the MSc programme:

Extract 36: Mode of study

> … The module runs alongside the taught and research elements of the MSc in [redacted] and the MSc in [redacted], and is designed to build up your learning and skills as your programme progresses…

The LACS module is designed around a deficit model of skills and academic practices within the international student cohort. The word ‘alongside’ in this extract connotes where the LACS module is located in relation to other elements of the MSc programme. By situating the module ‘alongside’ both ‘the taught and research elements’ of the masters programme (line 1), MB University signposts this module as distinct from other aspects of the MSc programme. Furthermore, in distinguishing this module from ‘taught and research’ (line 1) components of the programme, MB University signals that this module lacks the academic and discipline specific content, objectives and learning outcomes of other modules. A lack of discipline specific content within this module is further signalled through the explanation that the module has been ‘designed to build up … learning and skills’ (line 3). Moreover, the premise of ‘building up’ points to a lack of the relevant ‘learning and skills’ within the student cohort. Though all students, i.e. home students and international students following the Masters in [redacted] and the Masters in [redacted] in MB University follow the LACS module, I will show how the module is a curriculum manifestation and

response to the deficit view of educational capital which is often associated with international students (Carroll and Ryan, 2005; McMahon 2018).

The use of pronouns in this extract points to a conversational tone and relationship between MB University and students following the LACS module. As a document, the LACS module description is written and designed by members of staff at MB University; the document thus conveys the voice of the university through curriculum. In contrast to Strategy 2020, this extract contains the possessive determiner ‘your’ in lines 3 and 4 which precedes the nouns ‘learning and skills’ and ‘programme’ respectively. Fairclough (2010) writes about the use of possessive pronouns and determiners within advertising as a marketing technique through which companies construct a conversational dialogue with consumers. Through the possessive determiner ‘your’, MB University both engages in a conversational relationship with the student readership whilst constructing ‘learning and skills’ and the ‘programme’ as objects and commodities. The terms ‘learning and skills’ reduce and/or conceal the depth and complexity of knowledge which students may develop during their postgraduate programmes which points to the commodification of education through curriculum. Furthermore, by articulating the notion that the module is designed to help students develop their ‘learning and skills as’ their programmes progress, the preposition ‘as’ indexes the process of ‘learning’ as a passive activity. In other words, the preposition ‘as’ suggests that ‘learning’ occurs as a consequence of time passing, i.e. the continuation of postgraduate courses, rather than directly signalling student engagement with the module content. Molesworth et al (2009) consider shallow forms of learning and viewing HE as a commodity as features of the commodification of HE and this extract shows that MB University curriculum is

complicit in reinforcing the marketised notion of students as consumers of education and knowledge as a commodity.

Similar to extract 36 above, extract 37 also articulates LACS as a module designed upon a deficit model of academic skills within the MSc student population. I continue to show how through vocabulary and pronouns across extract 37 below, MB University constructs a relationship between university education and employment post-graduation. Within a competitive HE arena, I argue that by articulating a connection between education and employment within the LACS module description, MB University reduces education to a commodity whilst indexing the LACS module as a curriculum response to the student market within a commodified sector.

Extract 37: Module Objectives and Learning Outcomes:

> The Career and Project Skills module act as both a foundation and a bridge for the MSc in [redacted] and the MSc in [redacted]. The purpose is to equip yourself with the necessary skills to maximise your performance on your MSc programme, and to develop your ability to reflect upon and improve your studying and learning practice. The module also enables you to articulate how your learning on the MSc programme contributes to your career development, and to communicate your competences to your employer.

In line 1, the module description constructs the LACS module as 'both a foundation and bridge' for the various MSc programmes. The noun 'foundation' points to a basic level of skill within the module content, which indirectly signals a lack of this basic level of skill amongst the student cohort within the MBs programmes following this module, hence, the module objective. Furthermore, in acting as a 'bridge', the module seeks to provide students with a basic level of skill and knowledge, aiming to support students in developing the basic, or 'necessary skills to maximise' (line 4) their success on the MSc programme. The word 'necessary' in this extract indirectly points to diversity in skills across this student cohort, and indexes that certain 'skills' are more relevant, and therefore more valuable than others within MB University.

The notion of diversity in skills, knowledge and educational background, particularly within discourses on the educational capital of students within a HE environment with high numbers of international students relates to educational capital, a dimension of superdiversity variable human capital (Vertovec, 2007). As many students following the LACS module are international students, references to diversity in educational capital in the student population show the intersection of superdiversity variables human capital and migration channel and immigration status in HE (Vertovec, 2007). Moreover, within a programme characterised by high numbers of international students, this aspect of the LACS module manifests a deficit view towards the educational capital within the student cohort through curriculum. Carroll and Ryan (2005) point out that lecturers often wrongly use deficit discourses in relation to international students and their academic abilities. As MB University's Business School has the highest number of international students within the university, through the LACS module description, MB University articulates a deficit view towards international students and indexes the LACS as a curriculum level response to a deficit and diversity in educational capital within its student cohort.

As a 'foundation and a bridge' to developing the 'necessary skills' within the MSc programme, the LACS module represents an institutional response to a diversity in educational capital within the MSc student cohort. As mentioned, the majority of postgraduate students on this MSc programme are international students and in the previous chapter, my discussion of student 2's experiences in MB University shows that she considered differences in language and educational backgrounds a barrier towards academic success. Vertovec (2007) explained that it is common for institutions to provide a framework of responses within superdiverse areas to support challenges resulting from diversities within superdiverse populations. The premise of

the LACS module being ‘to act as a foundation and bridge’ (line 1) to the MSc programme within a programme with a high number of international students signals the module as a curriculum level response to diversity in educational capital amongst student migrants.

From line 5 onwards, MB University provides a basic level of information regarding the type of skills and learning to be developed on the LACS module. Similar to extract 36 above, MB University repeatedly uses forms of the pronoun ‘you’ within this extract which shows that this document is written for a student audience of LACS module participants. In line 3, MB University uses the reflexive verb ‘equip yourself with the necessary skills’ to represent the purpose of the module. This verb form points to a level of engagement and activity on the student part in order to obtain the skills such as ‘ability to reflect’ (line 5) and ‘improve… learning’ (line 5-6), which represent skills which are essential for academic success on the MSc programme.

However, curriculum discourse also points to the commodification of educational capital within HE. For instance, the reflexive verb form of ‘equip yourself’ also shows the reduction of knowledge and learning within the module to a commodity or object which students obtain by following the LACS module. This reflexive verb construction reduces or arguably, removes the developmental process of learning within the module and thereby shows how curriculum discourse endorses shallow attitudes towards learning which are associated with a commodified sector. The notion of surface level learning as opposed to deep learning is further indexed through the possessive determiner and noun combination of ‘your performance on your MSc programme’. Molesworth et al (2009) discuss the simplification of curriculum and shallow learning as symptomatic of the commodification of HE. By signalling a

shallow level of learning, reducing learning and skills to a commodity and indirectly signalling the MSc programme as a competitive arena for students, MB University conveys market rationale through the LACS module description.

From line 6 onwards, MB University articulates its objectives which represent the 'careers' component of the module which extend beyond the MSc programme. MB University introduces the careers content of the module through 'The module also enables you to …' (line 6). In contrast to the reflexive verb 'equip yourself' (line 3) which signals something which students must do for themselves to ensure their academic skill development within the module, MB University signals that the careers content of the module is something which the university provides for students. Within a commodified HE sector, Naidoo and Jamieson (2005) identify graduate employment as a key concern for the student market, and by explicitly embedding a level of career development within the LACS module, MB University uses curriculum to respond to the needs of its student market. Furthermore, reference to employers (lines 6-8) signal that the LACS module has also been designed to satisfy employer needs, thus indexing the role of employers in determining graduate success in the employment market.

Specifically, the LACS module objectives relating to careers are connected to communication. I have argued that the LACS module design is based on a deficit view towards diversity in educational capital within the student population with high numbers of international students. As extract 37 details the ability to 'articulate' how learning 'contributes to your career development' (line 6) and the ability 'to communicate' 'competences' to prospective employers (line 8), the module indexes diversity and/or deficit in ability to communicate, inclusive of language background within the student cohort. Language capital represents a dimension of superdiversity

variables human capital and country of origin (Vertovec, 2007), thus, this learning objective represents a curriculum response to diversity in language capital. The premise of this LACS module learning objective constructs communication and language as valuable forms of capital within the employment market. Specifically, references to ability to 'articulate' how learning 'contributes' to 'career development' (lines 6-8) construct a high level of business English as a valuable form of capital in the global employment market. This shows that in addition to UKBA tier 4 English language requirements, as an institution, MB University plays a role in establishing the value of a genre and register of English extending from HE to the global employment market. As a dimension of superdiversity variable migration channel and legal status (Vertovec, 2007), the endorsement of a genre of English language within the LACS module shows the interplay between student migration and economic migration (Vertovec, 2007).

MB University reflects a stratified society and reproduces the notion of social hierarchies resulting from postgraduate study through the LACS module description. By citing 'employers' as individuals or agents within society with the authority to determine the effectiveness of student ability to communicate their 'learning' and 'competences', MB University assigns hegemonic power to employers. Furthermore, by citing the ability to articulate how 'performance on … MSc programme' contributes to 'career development', MB University constructs a correlation between postgraduate study at MB University and career development. I have argued that this represents a curricular response to the student market which correlates HE with success in the employment market (Molesworth et al., 2009). In articulating a positive relationship between 'performance' on the 'MSc programme' and 'career development' within the LACS module description, MB University conveys its MSc

degrees as a form of capital within the employment market. Indirectly, as a form of capital within the employment market, MB University signals its postgraduate degrees as a means of accessing other forms of capital upon entering the employment market, such as economic and cultural. This notion is consistent with Brown (2008) who explains that the commodification of HE has exacerbated social inequalities in society as only those with the required forms of capital are able to access HE and further forms of capital upon graduation.

In addition to constructing English language, and particularly the ability to articulate learning on the MSc programme to employers as a form of capital, learning outcome 1.E in extract 38 below articulates ability to work and communicate in cross cultural groups as another form of capital:

Extract 38: Learning Outcome

> **1E**: To develop your ability to work in groups, and to communicate effectively and work collaboratively across cultures.

This extract appears as the 6th of 6 learning outcomes within the learning and skills dimension of the module. In the context of the LACS module which is designed to act as a 'foundation' and 'bridge' to the MSc programme (extract 37), MB University points to group work as a key activity within the MSc programme. Articulating the ability to work and communicate in cross cultural groups as an important skill within the MSc programme, MB University constructs this form of social capital as a dimension of educational capital. De Wit (2011) explains that internationalisation in HE represents both university responses to global activities, but also represents university strategies which shape HE. Learning outcome 1.E. of the LACS module points to MB University's view of increasing social complexities within and beyond HE resulting from the interplay of complex patterns of migration. Also, in view of the

relationship between this module and career development (extract 37), in constructing social capital as a form of capital, learning outcome 1.E. points to the role of HE curriculum in determining forms of capital in employment and the knowledge economy.

Constructing the ability to communicate across cultures and to work in cross cultural groups signposts curriculum level diversity management in MB University and MB University's view of social complexities within the global employment market. Firstly, the premise of objective 1.E. articulating the ability to work and communicate in cross cultural groups is based on the premise that the student cohort on the LACS module contains the appropriate social complexities to stimulate the development of cross cultural communication. Provision of a culturally diverse learning environment within the MSc programme signals university and programme level diversity management within student recruitment strategies. Learning outcome 1.E. also indicates that the module design provides opportunities for students to interact and communicate within cross cultural groups which points to a curriculum level example of how MB University helps students develop a 'global outlook' as outlined in Strategy 2020 (section 8.3.2, extract 16). Moreover, constructing the ability to work and communicate in cross cultural groups as a learning outcome of a module acting as a 'bridge' for students on the MSc programme and transferable to employment represents a curriculum level response to social complexities resulting from complex patterns of migration.

11.3 Staff and student views on curriculum responses to social complexities in the LACS module

In this section, I present my analysis of extracts from my interview with lecturer 1 and extracts from a student focus group with 4 students following the LACS module (see appendix g). Lecturer 1 designed and leads the LACS module. As module leader, lecturer 1 was responsible for the LACS module description (appendix h) and coordinated the taught elements and assessment of the module. Focus group participants consist of 4 students following the LACS module. Analysis of discourses on student and staff discourses on the LACS module identify divergences across staff and student perspectives towards the relevance of the module content. I argue that whilst staff base their rationale for the inclusion of social capital, i.e. the ability to communicate and work in cross cultural groups within learning outcomes, students disagree with this particular learning outcome. Instead, I show that student discourse points to the banalisation of diversity in MB University and beyond within their everyday lives which underpins their disagreement of the development of cultural awareness and development of social capital through curriculum.

In the following extract, lecturer 1 explains his conceptualisation of the LACS module:

Extract 39

> We did see this as a module which brought together skills which had previously been covered outside the curriculum, which we thought were absolutely essential for students to get the best out of the rest of their curriculum…

By referring to 'skills … outside the curriculum', lecturer 1 articulates the content of the LACS module as being unrelated to the discipline of the postgraduate business programmes which students follow. However, by describing the skills within the LACS module as being 'essential for students' to succeed on their postgraduate courses, lecturer 1 constructs the LACS non-discipline specific module objectives as

forms of educational capital within MB University assessments. By acknowledging that prior to the inclusion of the cross cultural element of the module, students were expected to develop this form of capital outside the curriculum, lecturer 1 indirectly confirms his view that the cross cultural elements of the LACS module are not entirely academic or theoretical. Moreover, as learning outcome 1.E. focuses on cross cultural communication and cross cultural group work, by outlining the ability to develop the skills within the LACS module outside the curriculum, lecturer 1 points to the everydayness or banality of navigating through the social complexity within MB University and the locality. This indexes a programme level of diversity management within student recruitment strategies and more generally, signals interactions with diversity as a regular occurrence in MB University and superdiversity within the city. The normalization of encounters with diversity and necessity to overcome difficulties and navigate through differences within MB University points to commonplace diversity in HE (Wessendorf, 2014).

Lecturer 1 further refers to diversity within the 'community' whilst articulating his rationale for the LACS module:

Extract 40

> But in my view, it is equally important for everybody. Everybody who lives here in this community. I don't see it as being divided into 'the international community and the rest'... So, within an ideal world, everybody would have the opportunity to explore these issues.

This extract further signals lecturer 1's perception of MB University and the wider community as one which is superdiverse in which encounters with diversity are considered commonplace. By stating that he does not distinguish between the 'international community and the rest', lecturer 1 points to a society in which diversity

in nationality is intertwined with existing diversities within society resulting from the settlement of previous migrations to the area. Furthermore, in indexing the module content as being 'equally important for everybody' in the 'community', lecturer 1 suggests that both home students, international students and diversities within the local community would benefit from the content of the LACS module to overcome tensions relating to difference, including racism and navigate through differences. This notion invokes the interplay of diversities within communities resulting from the settlement of previous migrations, such as those relating to religion, ethnicity and cultural practices, which are dimensions of superdiversity variable country of origin (Vertovec, 2007). Lecturer 1 thus indexes both MB University's student population and the local community as superdiverse and articulates the transferable value of educational capital of the LACS module from MB University to everyday living in a heterogeneous space.

Students following the LACS module also discuss the group work and cross cultural communication element of the module during a focus group. Similar to lecturer 1, in the following extract, student C points to cultural diversity within MB University and the locality. However, there are some misalignments between how students and lecturer 1 view the LACS module objectives. Student C in particular argues that her exposure to diversity, i.e. the 'multi-cultural context' in her everyday life renders this aspect of the LACS module unnecessary:

Extract 41

> Student C: … I don't know... we have all the time together in a multi-cultural context, and every time it is, well, I think that learn about it. We talk about it with friends, we do it in fact. So, I don't know why we have to have a lecture about it, where we have to talk about it again, because a lot of the times, like we said, when you get out of groups and you talk with your friends about it, and then it's just something you do, I don't think that you... I don't think there is a need to have a lecture about it...

Student C outlines her perception of the banalisation of high levels of diversity in MB University which all MB University students are exposed to and experience. Through the present tense and emphasis on the totality of time within the expression ‘we have all the time together in a multicultural context’, student C indexes the continuous, ongoing and thereby banality of being within a ‘multicultural context’. Furthermore, through the first person plural pronoun ‘we’ across this extract, student C unites all MB University students, irrespective of their student status, in their shared experience of being in MB University’s ‘multicultural context’. The combined articulated normalisation of diversity and multiculturalism as a quality of the diversity in MB University in this extract resonates with both commonplace diversity (Wessendorf, 2014) and the atmospheric dimension of conviviality described by Wise and Velayathum (2014).

Student C further articulates the normalisation of high levels of diversity in MB University and the conviviality of encounters with diversity by identifying some of the everyday activities and encounters with diversity which she and her friends experience. For instance, she explains ‘we talk about it with friends. We do it in fact’ (lines 3) and later ‘it’s just something that you do’ (line 6). This normalisation of diversity in MB University forms the basis of student C’s argument or challenge of the relevance of learning about other cultures and communicating effectively across cultures within learning outcome 1.E. of the LACS module. By citing the conviviality of living within ‘a multicultural context’ (line 1) student C articulates that she develops learning the LACS module objectives surrounding working and communicating in cross cultural groups within her everyday environment. Her viewpoint endorses that of lecturer 1 in extract 40, which leads her to question ‘I don’t know why we have to

have a lecture about it' (line 3). Student C then more affirmatively states 'I don't think there is a need to have a lecture about it' (line 7). In this part of the extract, student C's opinion opposes lecturer 1's rationale for the LACS module which was based on the transferability of the learning within this module to everyday life in the socially complex community.

11.4 Discourses on student migration and educational capital

This section identifies divergent constructions of diversity in educational capital across the student population as articulated by lecturer 1 and students within a semi-structured interview and a student focus group. I show that lecturer 1 uses a deficit discourse towards the postgraduate student cohort based on the high number of student migrants on the programme. Specifically, I show how lecturer 1's articulation of diversity in educational capital and a lack of exposure to social differences within the student population underpin his rationale for including cross cultural group work and communication within the LACS module. In contrast, students construct themselves as privileged individuals with educational, cultural and financial capital which they use to challenge the premise of including cross cultural communication and group work within the LACS module and curriculum more generally.

Lecturer 1 is both designer and leader of the LACS module. The following extracts are taken from the second of my interviews with him and in extract 42 below, lecturer 1 outlines his rationale for the module:

Extract 42

> And coupled with that, it's a 12 month programme, basically, you've got to get them from 0 - 60 in a few weeks! (laughs). I mean, if you want to do well. Erm, it's tough… to try to increase the support that we can give to students in terms of their ability to engage effectively with the, erm, the programme. So that is what the learning skills group and the module is all about.

In this extract, lecturer 1 signals that the LACS module was designed around a deficit model of student knowledge, or education capital. He refers to the duration of the MSc programme and uses the adjective ‘tough’ to describe the task of designing and delivering a module to help students move ‘from 0-60 in a few weeks’ (line 2). The range of numbers mentioned conveys the diversity in educational capital in the student population and conveys the challenge faced by teaching staff who are required to increase the level of educational capital from ‘0’ to ‘60’ in order for students to engage with their MSc programmes. By stipulating a range of educational capital from ‘0-60’, lecturer 1 signals that some individuals within the student population lack the relevant educational capital to succeed on their postgraduate course whilst others possess some of the required knowledge. In this extract, lecturer 1 therefore clearly constructs a deficit discourse towards students following the LACS module. Carroll and Ryan (2005) discuss the widespread use of deficit models by teaching staff in universities to refer to the pedagogic difficulties they encounter within groups with high numbers of international students. As many of the students on the MSc programme are international students, diversity and lack of educational capital within the student cohort signaled by lecturer 1 can be attributed to differences in educational backgrounds. More generally, diversity in educational capital across the student population points to curriculum level challenges resulting from the intertwining of superdiversity variables migration channel and human capital (Vertovec, 2007) in the context of international student migration in HE. The premise of the module LACS module as articulated by lecturer 1 therefore represents a HE specific institutional response to diversity in educational capital within curriculum and international student migration.

Lecturer 1 continues to justify the cross cultural content of the LACS module. The following extract contains explicit examples of homogenizing or stereotyping of student migrants following the LACS module based on their educational and social capital, which constitutes a deficit discourse of international student educational capital.

Extract 43

> And erm, the intercultural, the cross cultural aspect of it is important, because they are thrown into, some of them may never have worked in groups before, for example, in some parts of the world, they don't have group work, and then, you know, all of a sudden, you know, they find themselves in an intercultural group and then you know 'wow!' Having never been out of the country before. So we thought we needed to put something in place which supports them. I don't think that we have done it particularly well, but at least our intentions were in the right place, and we are planning some changes.

In this extract, lecturer 1 constructs a deficit discourse of the educational capital of student migrants. Through repeated use of the third person plural 'they' and 'them' across extract 43, lecturer 1 constructs international students as a homogeneous group within the students with which he characterises with a lack of experience in group work and foreign travel. The first use of the subject pronoun 'they' in line 2 could represent all students within MB University's population, however, through the third person object pronoun also in lines 3 and 4, lecturer 1 articulates a relationship between students with no experience of group work and the part 'of the world' where they are from. In this way, lecturer 1 constructs student migrants as a group within the student population who struggle with group work due to a combination of their educational backgrounds and migration path. This is an example of a form of stereotyping of international student migrants based on educational capital and points to an academic challenge faced by international students based on their educational backgrounds which lecturer 1 uses to articulate a deficit views towards

international students. More generally, in attributing the lack of experience in group work to the educational background of student migrants, lecturer 1 signals curriculum level challenges experienced by international students as a result of the intersection between superdiversity variables migration channel and legal status and human capital in HE (Vertovec, 2007). Learning objective 1.E. which encompasses cross cultural group work and cross cultural communication in the LACS module therefore represents a curricular response to the intersection of diversity in educational capital resulting from international student migration in HE.

In addition to attributing lack of experience in group work within the international student cohort to diversity in educational backgrounds, lecturer 1 also bases his justification of learning outcome 1.E. in the LACS module on a socioeconomic and/or sociocultural view of lack of travel experience within the student migrant population. He states that student migrants 'all of a sudden … they find themselves in an intercultural situation … Having never been out of the country before' (lines 4-5). Once again, through the pronoun 'they' in this extract, lecturer 1 groups international students, this time on the basis of his view of their lack of travel experience. Through his selection of vocabulary in this extract, lecturer 1 articulates a preconceived deficit view of the cultural capital developed through travel within the international student population. Furthermore, by citing a lack of travel, indexed through 'having never been out of the country before', lecturer 1 voices a socio-cultural and socio-economic judgment of international students. In spite of this generalisation of student migrant educational capital and travel experience, lecturer 1 articulates learning outcome 1.E. within the LACS module as a university response to diversity in educational capital designed to support international students access curriculum and succeed.

There is a discord between lecturer 1's opinions regarding learning outcomes 1.E. of the LACS module discussed above and student views expressed during a student focus group (extract 44). Students are shown to object to the cross cultural communication and group work elements of the LACS module for a number of reasons. Firstly, students question whether such skills can be taught and cite the normalisation of encountering diversity within their everyday lives in MB University and socially complex spaces across Europe as counterarguments to cross cultural communication and group work in the LACS module. Students then go on to construct themselves as privileged individuals by articulating their social and cultural capital developed through travel, which negates the necessity of this aspect of the LACS module.

Extract 44

> Student C: And this is about something that is inherent, environmental, out of the control of the university. So this is not something that can be taught or learned. It is something that is inherent, environmental, it is something that cannot be taught. For example, if you lived in the middle of the wilderness, I mean, this course, well, it could be good for you, because you have got so many social exposures to be seen. But, well, with living in Europe, well, anywhere in the world probably...

Student C refutes the notion of being able to teach cross cultural skills or group work. Through the adjective 'inherent', student C challenges the premise of learning outcome 1.E. within the LACS module. She articulates cross cultural communication and group work as intrinsic and deep-rooted forms of capital rather than the subject of academic study. The combination of the adjective 'environmental' with 'out of the control of the university' (lines 1-2) to describe her view of the forms of capital associated with learning objective 1.E. are due to natural ability which is beyond control of the university.

Student C also underpins her challenge of the cross cultural communication and group work elements of the LACS module on the spread of social complexities across Europe which provide her with exposure and opportunity to interact with social differences in her everyday life. Across lines 4-7, she contrasts the levels of 'social exposures' experienced by individuals living within 'the wilderness' with those within 'Europe' and 'the world' which forms the basis of her view that the module is relevant only to those living in the 'wilderness' due to the lack of diversity. In comparing the levels of social differences in the wilderness with those in Europe, student C articulates her view of the intensity and complexity of diversities across Europe which she extends to 'anywhere in the world', with the exception of the 'wilderness'. Thus, student C invokes the intense social complexities which are characteristic of superdiverse areas within European urban cities (Vertovec, 2007; Blommaert, 2010) and articulates her view that these complexities extend beyond Europe. Furthermore, by suggesting that superdiversity is widespread to the extent that most students are accustomed to negotiating with differences within heterogeneous populations, she also indexes the banalization of diversity which is associated with commonplace diversity (Wessendorf, 2014; 2016). In this way, student C signals that all postgraduate students at MB University are exposed to social complexities and experienced in cross cultural communication within their everyday lives; rendering learning outcome 1.E. of the LACS module irrelevant.

Extract 45 below is a continuation of this part of the focus group which shows some interaction between students 1 and 2. In this part of the focus group, students B and C articulate their collective identity as students. Given that all focus group participants are student migrants, their use of pronouns signals their shared identity as student migrants. In contrast to lecturer 1's deficit view towards student migrants

based on their educational capital and lack of social capital developed through travel, in extract 45, students construct themselves as privileged individuals with a wealth of social capital.

Extract 45

> Student C: All of us, I think, have been to different countries before.
>
> Student B: Yeah, and from a very young age.
>
> Student C: Most of us, the people here, actually. I think we have all... I think in the first session, he said ‘raise your hand if you are the first time in the UK’ ... everyone I know here has almost, all spent some years abroad.

These students construct themselves as individuals with multiple forms of capital: social capital, educational and financial capital. Student C uses the first person plural pronoun ‘us’ to unite all students on the MSc programme which represents the discursive strategy of homogenising through selective pronoun use. Furthermore, in the context of the focus group, all student participants are student migrants, thus, student C’s discourse in this extract represents student migrants within this focus group and may be representative of many international students on the postgraduate programme.

In addition to using pronouns as a discourse tool to group student migrants, student C articulates international travel experiences as a unifying feature across the student population. She states ‘All of us… have been to different countries before’ (line 1). As a unifying feature, student C’s reference to experience of international travel indirectly indexes a level of financial and social capital within the student population to have travelled so widely and accumulated social capital through travelling. Continuing the group discussion, student B voices her agreement with student C through stating ‘yeah’ (line 2). Student B then strengthens the notion that this group

of students are privileged by referring to the ‘young age’ from which they began travelling, indexing a further unifying feature of the group. Student C continues this interaction by outlining her understanding that most students within the group had already been not only to England, but had ‘spent some years abroad’ (line 5). Thus, collectively, students B and C construct their student cohort as a group of students with extensive experience of travel, exposure to social differences and the financial capital to have financed their travel. This construction is contradicts lecturer 1’s earlier deficit view of the ‘many’ students on the MSc programme who ‘have never been out of the country before’ (extract 43) which forms part of his rationale for learning objective 1.E. within the LACS module.

11.5 The commodification of diversity in curriculum

Discourse within the following student focus group extract reduces knowledge relating to cultural awareness and cross cultural communication to commodities and forms of capital within the global employment market, thereby indexing the commodification of HE:

Extract 46

> Student C: If you think about the intent of the module. I mean, about intercultural differences. I think that you could give the same lectures to like, 10 year old kids. You could say to them ‘ok, what do you think people are in China?’, or ‘what are your approach about the punctuality’ or, or, something. So I think I am not really getting something from it. I have already thought about that. I have already experienced it.
>
> Student D: It should be more focused on skills, and proper skills that you can use.
>
> Student B: I think careers and the opportunities that we have.
>
> Student C: Of course people have different cultures and are different. I don’t have to attend a lecture for that.
>
> DD: So you think you don’t need this element of the course then?

> Student D: No, you do need it. But I think it needs to be more focused on erm, these guys getting a job. Not on culture. I mean, in the interview, they are not going to ask you 'what do you think of a culture.'
>
> They all laugh.
>
> Student D: Yeah, erm, the questions in this module with cultures is more on daily life. Instead, it could be about how people in different cultures make the decision to hire someone. Something more related to business.

Student C articulates a lack of development regarding the 'intercultural differences' (line 2) component of the LACS module which is intertwined with a consumer attitude towards curriculum. She claims she has 'already thought about' and 'already experienced' (lines 5-6) cultural differences, hence, the irrelevance of this aspect of the LACS module for her. Reference to her previous experiences indirectly signal her travel experiences, which further construct her as an individual with social and financial capital. She continues to outline a comparison between the types of activities within the LACS module with activities that could be carried out 'with ten year old kids' (line 3) as a means of demonstrating the non-challenging academic content of the LACS module. Her use of the verb 'get' within 'so I think I am not really getting something from it' (line 5) to convey the lack of development with this part of the module signals a transactional and consumer attitude towards curriculum. In contrast to verbs such as such as 'develop', 'progress' or 'learn', which depict learning and development, student C's selection of the verb 'get' indirectly conveys a consumer attitude towards curriculum which signals her complicity in the commodification in HE. She further commodifies her relationship with curriculum by stating 'Of course we have people from different cultures. I don't have to attend a lecture for that' (line 10). This criticism of the cultural dimensions within the LACS module points to her view of the abstract and non-challenging content of the LACS

module whilst conveying her expectation, as a fee-paying student to receive novel information in each lecture.

Student discourses on diversity in this extract also embed diversity within a transferable form of social capital of value within the work place which is consistent with consumer attitudes within HE. In contrast to extract 45 above, students B and D do not challenge the premise of a cultural dimension within a credit bearing module. Instead, these students articulate a necessity to relate this learning outcome to the workplace and careers. In line 12, I directly asked the students whether or not they considered this part of the module relevant, to which student D responds 'No, you do need it' and clarifies his response by stating that it should be 'more focused on … getting a job. Not on culture'. Naidoo and Jamieson (2005) cite the view of HE qualifications helping graduates access employment a key feature of the commodification of HE. Student D goes as far as contextualising his argument on the type of cultural understanding which he considers useful within curriculum within the professional interview context. Not only does this attitude point to the commodification of HE, but, it also reduces cultural awareness and diversity in HE to skills and competencies and a resource to accessing employment. Ahmed (2012) criticises the commodification of diversity and challenged the reduction of diversity discourses to a skill or competence for its distance from the power struggles and inequalities which it originally encompassed. By situating his argument on the relevance developing cultural awareness through curriculum within employment, student D reduces diversity to a commodity within a commodified HE sector.

11.6 Discussion and conclusion

With a focus on the module description document of the LACS postgraduate taught module, two semi-structured interviews with the module leader and a focus group with 4 students following the module, this chapter has explored constructions of student migration and diversity within curriculum. Discourse within the module description document and semi-structured interviews with lecturer 1 construct a deficit view towards the educational capital of international students. My ethnographically informed discourse analysis shows how lecturer 1's discourse points to the stereotyping of the educational backgrounds of student migrants for failing to provide students with opportunities to work in groups and communicate across cultures. In providing a 'bridge' and 'foundation' to the MSc programme (extract 37), the LACS module represents a curriculum response to diversity in educational capital within the international student programme. Deficit discourses on diversity in educational capital within the student population conveyed through the LACS module description, and lecturer 1 differ significantly from the institutional discourses of distinction circulating Strategy 2020 (chapter 8) signalling the elite academic ability of its international student population.

Similar to Strategy 2020 discourse, this chapter has also identified reductive discourses on diversity within the population at MB University and its locality which point to the commodification of diversity and in this context, also resonate with the concept of superdiversity through indexing the normalisation of diversity. In addition to reductive discourses of diversity, discourse analysis across all data sets in this chapter also reduce intercultural communication to a form of social capital and construct employers as gatekeepers to success within the global employment market. For instance, curriculum discourse through learning objective 1.E. of the LACS module focuses on the development of cross cultural communication skills

resulting from participation in the module, which simultaneously points to international diversity within the student cohort and the reduction of diversity to a skill which is transferable to the employment market. Similarly, lecturer 1 outlines the value of cross cultural capital within the global employment market and considers the university responsible for supporting students to develop their cross cultural communication skills through curriculum, as stipulated in the LACS module. In contrast, students following the LACS module construct a transactional attitude towards their relationship with curriculum and articulate their preference to learn and develop their ability to communicate across cultures in the context of employment. Discourse analysis therefore shows that students are complicit in both the commodification of HE and the commodification of discourses on diversity within HE. Moreover, the views expressed across data-sets in this chapter differ significantly from student 1's discourses on her experience of cultural and linguistic marginalisation within group work discussed in chapter 10. The range of opinions expressed across analyses thus point to the need for the refining of group work design, encompassing the monitoring of the group work process.

Furthermore, student and staff voices within a student focus group and semi-structured interviews highlighted misalignments in their attitudes towards the cultural content of the LACS module. Lecturer 1 articulates the transferability of the educational capital developed within the LACS module, particularly those relating to developing cross cultural communication skills, to daily life within MB University and the region. In contrast, students present the normalisation of high levels of diversity in MB University and their everyday encounters with diversity in this socially complex setting as an argument against the development of cross cultural communication skills and group work through curriculum. Students challenge these aspects of the

LACS module due to their experiences of different cultures and communicating across cultures through their travel experiences. Lecturer 1 on the other hand constructs student migrants as individuals with limited or no experience of travel, which he also uses to underpin his rationale for this part of the LACS module. The privileged status which students assign themselves through the economic and social capital implied through their travel experiences extends to their consumer expectations in HE. Moreover, despite the divergence in opinion towards the relevance of the cultural dimension of the LACS module, in articulating the banalisation of high and complex levels of diversity within MB University, staff and student discourses reinforce Strategy 2020's reductive discourses which conveys complex and high levels of diversity as a feature of the institution.

Chapter 12
Conclusion

12.1 Introduction

An interpretive approach has shaped each aspect of this linguistic ethnography exploring discourses on competition and international student diversity circulating MB University. This chapter presents the concluding points drawn across this thesis. In section 12.2, I revisit the research questions and methodology and evaluate my findings for the three subsidiary research questions. In section 12.3, I explore the intricacies within the dominant discourses of competition and international student diversity identified across this thesis from student, staff and university perspectives. I show how the dominant discourses on diversity in MB University reduce diversity to a commodity are embedded within market competition in HE and appear alongside discourses on the realities of encountering social differences during everyday activities. I highlight the complexity of the intertwining of the various articulations of competition and international student diversity within MB University and discuss the implications of these discourses for universities, staff and students. In the final sections of this concluding chapter, I outline my development as a researcher, present the limitations of this study (12.4) and complete this thesis by providing my recommendations for further research and suggested modifications to approaching international student diversity in HE (12.5).

12.2 Returning to the research questions and methodology

Guided by interpretivism, this linguistic ethnography has explored discourses on competition and international student diversity within a single university setting. The interpretivist principle of seeking to understand ‘meanings’ from ‘the actors’ point of view’ discussed by Erickson (1990) influenced the design of this research which

considered university, student and staff discourse. My insider status, developed through my experiences of studying and working in HE alongside my synthesis of discourses on competition and international student diversity in HE across the literature review informed my ethnographic orientation towards discourse. Ethnographically informed discourse analysis has thus revealed articulations of competition and international student diversity within university, student and staff discourses generated through multiple methods of data collection.

The principal findings of this linguistic ethnography are divided across the following three sections which respond to three subsidiary research questions:

i) What discourses on competition and diversity are evident in MB University's Strategy 2020?

ii) What discourses on competition and diversity in MB University are evident in student and staff discourses?

iii) How is international student diversity presented in curriculum through the required Learning and Careers skills (LACS) postgraduate taught module?

12.2.1 Strategy 2020 discourses on competition and international student diversity

Given the increasing significance of university strategies (Dembereldorj, 2018) and global university rankings in HE (Brown, 2008; Pusser and Marginson, 2013), my ethnographically orientated discourse analyses of MB University's Strategy 2020 in chapter eight provide a lens to competition in HE. I have shown that strategy discourse points to local, sector and global factors which are shaped by market competition in HE. Embedded within discourses of competition are articulations of MB University's history, relationship with local businesses, its international relationships and the global reputation of its staff which serve to construct MB

University as a distinctive and aspirational university within a competitive market. I have found that MB University uses a series of discursive strategies to underpin its articulations of these features, which represent market factors and index market and economic rationale as the dominant discourse across Strategy 2020. Furthermore, I argue that the commodification of diversity in MB University's population through the reduction of diversity to a skill, a descriptor of the university population and an indicator of the quality of MB University show how strategy discourses on diversity are also underpinned by market rationale.

Rather than identifying potential threats and providing evidence of strategic responses to future challenges which are basic elements of strategy discourse (Gill, 2011; Jonson et al., 2014), my ethnographically informed discourse analysis reveals Strategy 2020 is a platform for marketing MB University to the university's stakeholders. I have found that MB University uses intentionally vague discourses surrounding its strategy objectives as a means of articulating a commitment to what university stakeholders consider market factors, without explicitly committing any resources. A combination of vague and exaggerated discourse within a publicly available strategy document is a medium for MB University to promote a series of concepts and market factors, including diversity in the university's international student and staff population to its stakeholders, including its student market.

Strategy discourses of distinction are used as a discourse tool to distinguish MB University's staff, international students and graduates to compete with other universities and appeal to the student market within a competitive marketised sector. I have shown how MB University uses discourses of distinction to construct its staff and international students as 'world leading' elites, as a discursive marketing strategy to compete with other universities and appeal to its student market. MB

University uses the first person possessive pronoun ‘our’ to distinguish the quality of its international students and staff from those at other institutions, indexing how strategy discourse on student and staff migration are embedded within market competition. Moreover, strategy discourse distinguishes MB University graduates by their educational capital which is articulated as being ‘recognisable’ and valued by employers. In this way, strategy discourse indirectly constructs employers as powerful agents within society and invokes competition beyond HE, within the global employment market.

Driven by market factors and economic rationale, Strategy 2020 is a medium for MB University to promote itself and compete with other universities for its share of the student market. Vagueness within Strategy 2020 and the selective use of pronouns within discourses of distinction have been identified as discourse tools which MB University uses to appeal to MB University’s stakeholders. In this way, MB University indexes its business model of operation to compete with other universities by articulating its commitment to a series of market factors, including diversity within its international student and staff population, and by distinguishing the quality these students and staff from those within competing institutions. Strategy 2020 discourses of competition show how MB University is complicit in the commodification of HE and by appealing to its student market, MB University reinforces its consumer relationship with its students.

12.2.2 Staff and student discourses on competition and international student diversity

The dominant discourses across staff and student discourses of international student diversity are underpinned by competition and market rationale and point to the

commodification of diversity in HE. For instance, the SMT member articulates diversity in the student population as a market factor, by citing diversity in MB University as a ‘reason why many students choose to study here’ whilst lecturer 1 claims that the university actively uses diversity, specifically, diversity within its staff population, to appeal to the student market. The selection of verb choices across these extracts, such as ‘sell’, ‘want’ and ‘choose’ resonate with the neoliberal principles of choice and thereby signal the reduction of diversity to a commodity within a competitive market. Similarly, students are complicit in reinforcing the commodification of HE within a competitive HE market through articulating diversity within the student population as an influential factor whilst selecting a university. For example, student 2 presented the ‘opportunity to make friends with different people and to let them, sorry, listen, and to learn more from different kinds of the people’ as the ‘main reason’ she chose to student at MB University. In this way, she assigns herself the neoliberal principle of choice (Olssen and Peters, 2005) and indirectly projects herself as a consumer within a commodified sector, indexing diversity within the student population as a market factor. Furthermore, in citing the transferable value of social capital developed from studying within a socially complex university environment and the development of English language skills as principal reasons for studying at MB University, students construct diversity within the population as a market factor in HE and point to competition beyond HE, within the global employment market.

Circulating alongside reductive and commodified discourses on diversity, students and staff articulate the complexity of diversity within the student population and construct social differences within MB University as a microcosm of superdiversity within the city of [redacted]

Despite criticisms of the out-datedness and over-reliance on ethnic and national diversity in social research (Vertovec, 2007), my ethnographic orientation to discourse analysis shows how student and staff discourses on diversity in the locality are framed on these two diversity categories. The complex mosaic of diversities within MB University and the city articulated by students is however consistent with Vertovec's (2007) concept of superdiversity and indexes student migration as a key contributor to superdiversity in this already superdiverse city.

Both staff and students articulate challenges which they have experienced in MB University, which they attribute to differences in culture, language and educational backgrounds. I have shown how staff and students have used stereotyping as a discourse tool to homogenise behaviours and practices which have both a transformative and non-progressive dimension. For instance, my analysis of lecturer 1's teaching experiences point to some examples of cultural and educational stereotypes. However, I have also shown how his exposure and initial stereotyping of behaviours displayed by international students transformed his professional practice, leading him to be more flexible and understanding within superdiverse classrooms. In contrast, within this heterogeneous environment, there are cases of conflict and marginalisation of international students by other international students. In chapter 10, I demonstrated how student 1 stereotyped the behaviour and language practices of her group members based on their nationality and culture which they used to 'other', i.e. marginalise her from participating in group discussions and activities. I showed that student 1 views her approach to 'complete the assignment herself' a success as she is motivated by high performance in exams, which points to a shallow measure of performance rather than deep learning, an attitude which is characteristic of consumer attitudes in HE (Molesworth et al., 2009).

In contrast, focus group participants in particular point to the conviviality of encountering diversity within MB University and in their everyday lives beyond university. Student C claims ‘we do it in fact’, which conveys the normalisation and success of real encounters with cultural differences beyond the curriculum experienced by students. The normalisation of diversity and ability to overcome challenges represented by diversities in MB University described by focus group participants resonate with Wessendorf’s (2014) concept of commonplace diversity. However, this concept fails to encompass the curriculum level discrimination resulting from diversity in educational and language background articulated by student 1.

Despite meeting tier 4 international student visa requirements and satisfying MB University academic requirements, student 1 discusses her experiences of discrimination in accessing curriculum and assessment criteria in MB University. She constructs educational and language backgrounds consistent with those which are common to UK university assessment criterion as forms of capital within HE. Student 1 thus homogenises ‘British students’ based on her perception of their common educational background. Consequently, student 1 articulates British students as an advantaged group in comparison to international students, who she also stereotypes based on her deficit view of their differences in educational background. She explains that international students do not possess appropriate educational resources and are thus victims of discrimination through a curriculum designed to favour ‘British’ students. As educational and linguistic discrimination in HE determine degree classifications, discrimination of these forms of capital in HE can exacerbate existing and future social inequalities by preventing international students from accessing and succeeding in their chosen career paths. Brown (2008) explains how

competition in HE can perpetuate social inequalities and my discussion of diversity in educational and language capital points to the potential of diversity in educational and linguistic capital in contributing to social inequalities experienced by international students during and post university.

12.2.3 The presentation of international students in the LACS module

The representation of international students within curriculum were explored through my ethnographic orientation to discourse analysis on student and staff views on the compulsory taught LACS module and the module description document. My findings show that deficit discourses of educational capital within the international student population circulate within curriculum and staff discourse. My ethnographically informed discourse analysis also reveals a misalignment between staff and student articulations of diversity in educational capital within the international student population; staff constructing international students as lacking in specific forms of educational capital whilst international students project themselves as privileged individuals in possession of social and cultural capital.

The LACS module description distinguishes this module from other compulsory taught modules within the Masters in [redacted] and the Masters in [redacted] programmes. MB University situates this module ‘alongside’ other parts of the two postgraduate programmes and describes it as both a ‘bridge and ‘foundation’ to other parts of the programmes. These descriptors point to the non-discipline specific elements of the module and index a module based on and responding to a deficit view of the academic abilities of students within this cohort. Lecturer 1, the module designer and leader corroborates this point by explaining his view that many students on the

module are international students who lack exposure to social differences and group work, hence, learning objective 1.E. which seeks to develop student ability to communicate across cultures and work in groups. This notion points to a perception of diversity as a deficit whereby ‘diverse’ international students are viewed as lacking educational capital within the student population. This is based on the assumption that international students have a limited exposure to particular teaching and learning practices. For example international students’ diversity is viewed as problematic as their mobility to the UK does not bring with it experience of group work, classroom discussion, critique and argumentation. The concept of the LACS module is therefore a curricular response to diversity in educational capital which is associated with the international student population as the LACS module is intended to provide and develop educational capital. A superdiversity lens was applied to this data to help conceptualise this diversity and understand how difference in learning styles is presented as a deficit in educational capital.

In contrast to the deficit view of educational capital indirectly conveyed within the LACS module description and as articulated by lecturer 1, students participating in the module project themselves as privileged individuals with a wealth of social and cultural capital. Students attribute their social and cultural capital to a combination of their travel experiences and from their everyday encounters with diversity within a socially complex university and locality. Furthermore, students form the basis of their challenge of the notion of developing cross cultural communication and group work through curriculum based on the high levels of diversity in MB University, Europe and go as far as arguing that the low level of cultural awareness within the LACS module is relevant only to those within ‘the wilderness’. In this way, students point to the spread and complexity of diversities across Europe, which are characteristic of

Vertovec's (2007) concept of superdiversity. More specifically, students index the normalisation of navigating themselves through socially complex spaces, hence, the irrelevance of embedding cross cultural communication within curriculum. Instead, the high levels of diversity within the locality serve as impetus behind lecturer 1's rationale for this component of the LACS module.

In terms of mobility, the LACS module simultaneously represents MB University's response to diversity in educational capital within the student population resulting from student migration, and indirectly constructs its graduates as global economic migrants. With a 'careers' dimension embedded within the module, the module is designed to help students develop forms of capital which transfer to the employment market. Employment post-graduation is a key concern for many students and is viewed as a market factor within a commodified HE sector (Naidoo and Jamieson, 2005). The careers element of the LACS module points to a curriculum level response to the student market preoccupation with employment and students articulate their positive attitudes towards the transferability of the cultural content of the module to the employment market. In particular, learning outcome 1.B stipulates the module's intention to help students 'articulate' and 'communicate' their learning on the MSc to 'employers'. Through this element of the LACS module, MB University indexes its view of a stratified society, constructing employers as powerful agents, i.e. the gatekeepers to graduate success whilst conveying its hegemonic power in endorsing the value of a type of English language within the employment market.

12.3 Dominant discourses of diversity in MB University

My exploration of research questions 1-3 has revealed the co-existence and interplay between multiple discourses on and surrounding international student diversity at MB University, namely: diversity as a commodity, superdiversity and the

normalisation of diversity and diversity and discrimination. In this section, I summarise the dominant discourses on international student diversity from the perspectives of students, staff and MB University and explore the intricacies and implications of their relationships with one another.

12.3.1 Diversity as a commodity

My exploration of articulations of competition in HE show that Strategy 2020, staff and student discourses clearly point to the commodification of diversity in both its student and staff populations. Firstly, I have argued that Strategy 2020 fails to demonstrate the qualities of a strategy document and instead, serves as a promotional material of a series of marketised lexicon to its audience within a competitive arena. In this context, I have shown how through phrasal nouns such as ‘a diverse student environment’ (extract a), MB University reduces diversity within its student population to a characteristic or feature of the university. MB University also signals its international students as distinct and elite from other parts of the student market through the descriptor ‘outstanding’ to represent this part of its student population. I argue that such claims within strategy discourse indirectly point to an element of diversity management within MB University’s approach to international student recruitment.

Staff and student discourse endorse the reduction of international student diversity within the student population to a commodity and a market factor within a marketised HE sector. The SMT member cited diversity in the student body as a ‘reason’ why many students choose to study at MB University, whilst lecturer 2 articulates her view that students form a set of expectations surrounding diversity before they arrive at MB University. In citing diversity within the student population as the ‘main reason’ she chose to study at MB University, student 2 endorses staff discourse which points

to the commodification of diversity and projects herself as a consumer within a marketised sector. Perhaps most crudely exemplifying the commodification of diversity at MB University is lecturer 1's use of the verb 'sell' in reference to selling diversity within its staff population to its student market. Collectively, by constructing discourses on diversity as a determining factor within students' decision or the process of choosing a university, both staff and students construct diversity as a market factor within a competitive HE arena. Such constructions of diversity point to not only the commodification of diversity, but also demonstrate how university staff and students are complicit in endorsing the conceptualisation of diversity as a market factor within a competitive sector.

Through discourses discussed, MB University, its students and staff also reduce diversity to a skill or form of capital. Within Strategy 2020, MB University presents 'global citizenship' as a distinguishing quality of its graduates which employers recognise and value. Strategy 2020 presents international student diversity within the student population as a contextual factor which is integral to the development of this skill. Thus, international student diversity is not only a form of capital for MB University within a marketised sector, but, it is also an element of 'global citizenship', which embedded within discourses on employment, appeases students who are concerned with professional development. The LACS module illustrates how curriculum attempts to translate diversity in the student population into a transferable form of capital for the employment market. Despite some students challenging the relevance of this component of the module, there are those who stipulate the necessity of some form of cultural development within the module, on the provision that it is not abstract and clearly connected with employment. As diversity within the student population are at the centre of these curriculum level discussions, both

Strategy 2020 and students reduce diversity in the student population to a skill or competence, thereby demonstrating another example of the commodification of diversity within a competitive HE arena.

12.3.2 Conviviality, superdiversity and the normalisation of diversity

As mentioned, discourses of diversity within the local population permeate discourses on international student diversity which shows how staff and students articulate diversity as the dominant characteristic of MB University and the locality. My analysis has shown that students and staff rely on nationality and ethnicity as descriptors of diversity within the locality, which points to the ongoing relevance of these terms, despite Vertovec's (2007) view that these categories of difference fail to represent current levels of diversity. Students and staff refer to existing diversities in nationality and ethnicity within the local population which interplay with diversities represented by student migrants. The intertwining of diversities within the student population and social differences within the socially complex locality lead to the normalisation of intense and complex patterns of diversity within the population. This diversity is consistent with the intensity of diversity which Vertovec (2007) uses to characterise his sociological concept of superdiversity.

Circulating amongst discourses on diversity within the local population are student 4's criticisms of the social differences and the types of social differences, which are indicative of the co-existence and challenges of interacting with social differences in urban areas associated with Gilroy's (2004) concept of conviviality. Student 4's criticisms of high numbers of Asians within the local population point to the co-existence of difference associated with conviviality (Gilroy, 2004). However, as race and ethnicity are central to his negative articulation towards the number of Asians within the local population, student 4's discourse invokes racism. Alternatively, I have

also put forward that as student 4 is an international student, his viewpoint could be based on his expectation of higher levels of people of white ethnicity, within a European country. Student expectations surrounding diversity within a commodified and competitive HE arena point to the commodification of diversity and index the interplay between the neoliberal principle of choice, migration and superdiversity in HE.

In articulating diversity in the population as an element of the 'student environment' (Strategy 2020) and characteristic of the university and city, MB University, students and staff index the normalisation of MB University's social complexities. Meissner and Vertovec (2015) advocate context specific research into superdiversity. Ethnographically informed discourse analysis of student and staff discourse across chapters 9-11 index HE specific challenges of interacting with differences, including difficulties resulting from diversity in educational background, language and differing attitudes towards time. Despite discourses on difficulties in teaching and accessing curriculum or working with cross cultural groups, students and staff convey a positive attitude towards diversity, or superdiversity at MB University. The concepts of both superdiversity (Vertovec, 2007) and commonplace diversity (Wessendorf, 2014) help explore the normalisation of diversity and the ability to navigate oneself and overcome differences within a superdiverse university.

12.3.3 Diversity and discrimination

The consequence of intentionally vague discourses and failure to identify challenges and articulate responses to challenges within Strategy 2020 is evident through discourses on diversity in educational capital which point to discrimination and marginalisation. In contrast to the 'intercultural activities to bring students together'

(Strategy 2020) and familiarity with encountering difference articulated within the student focus group, student 1 articulates her experience of discrimination and challenges experienced during group work within her academic programme. Student 1 worked in a group with other international students and attributes her experience of marginalisation by other group members to their sharing the same nationality and first language. Within a group of international students, student 1's experience of discrimination during group work points to a social challenge resulting from social differences within a superdiverse HE context. Moreover, student 1 neither complains about the organisation of the module, nor does she provide any indication that the module leaders were aware of her experience. This suggests either a lack or ineffectiveness of policies and practices for managing group work, conflicts, and particularly cultural conflicts within groups.

Both staff and students construct deficit views towards the educational capital of international students. In this way, staff and students articulate stereotypical attitudes towards international students based on their educational backgrounds, with both parties constructing international students as disadvantaged in their ability to access HE curriculum. Lecturer 1 in particular cites group work and cross cultural communication as a challenge for international student, whilst student 1 generally refers to 'skills' and English language as barriers to her academic success. Student and staff discourses on the realities of diversity in educational capital represented by international students index a curriculum which is discriminatory by favouring educational capital which is associated with British and Western education systems. International students are thus discriminated by HE curriculum based on their educational backgrounds which leads them to struggle academically during their university courses. The notion of international students struggling academically due

to difference in educational capital is divergent from MB University's Strategy 2020 discourses of distinction which emphasise the elite status of its international students through adjectives such as 'outstanding'. This renders discourses on diversity within Strategy 2020 exemplary of the tokenistic unsubstantiated discourses on diversity criticised by Blackmore (2006) which convey celebratory notions of diversity whilst failing to recognise and support differences.

Deficit views towards educational capital amongst the international student population are articulated by international students and staff, despite all students meeting UKBA tier 4 visa regulations, inclusive of educational qualifications and English language requirements. This suggests that curriculum design in MB University and potentially other universities in the UK, values specific types of educational capital whilst discriminating against forms of educational capital which are associated with international students. Whilst the LACS module has been described as evidence of a curricular level institutional response to diversity in educational capital, it has also been strongly criticised by students for its irrelevance and abstract nature. This points to a combination of a lack of appropriate support, inclusive of modes of teaching and methods of assessment in response to the diversity in academic capital across the international student population. Furthermore, this calls for more flexible modes of teaching and/or alternative forms of assessment which build upon and value alternative forms of educational capital.

12.4 Limitations of this research

As explained in chapter 5, in character with ethnographic research, I refined my research questions in response to existing research, concepts and experiences emerging from across my data-sets. My research questions changed from my initial focus on communication within the international classroom to discourses on diversity

in HE. Though I was able to engage with all interviewees in a meaningful way and generated some very interesting data, I could have generated more data explicitly on diversity. I regret not having identified diversity as an integral concept within this study at an earlier stage in my research as this would have encouraged me to explore interviewee views and experiences on diversity in further detail. Instead, my questions, for teaching staff were focused on the internationalisation of HE, teaching and communication. Had I included more questions surrounding the concept of diversity, data may have revealed further analytical points embedded within discourses on diversity.

In terms of student participants, I focused on international student diversity and discourses on diversity as constructed by student migrants. I was surprised at the extent to which diversity within the locality and home student population was intertwined within student and staff discourses on diversity. For this reason, I regret not having included home student participants in this study, and extending my research question to have explored diversity across the student population. However, the latter may have been overcomplicated to have explored in depth given the potential range of diversities this would encompass.

At a personal level, I view my preoccupation with presenting a balanced view as a limitation throughout this research process. Prior to beginning doctoral level studies, I had always been confident with my academic abilities. However, I struggled to assert my voice across this thesis, particularly across my analysis chapters and this concluding chapter. Reflecting on the process of drafting and re-drafting analyses chapters, I realise that my writing style is shaped by my desire to be diplomatic, which problematizes my ability to assert my viewpoint in writing. My preoccupation with diplomacy made the task of articulating analytical points and outlining assertions

based on participant discourses a personal challenge, which is an integral skill within research. Though I am improving in my ability to write analytically, this will remain an area of ongoing development.

12.5 Recommendations

In spite of the limitations of this study, I have identified and explored the intricacies of the discourses on international student diversity which circulate within MB University. The findings from this study can be of use to others working in HE, whether in academic support, teaching and/or those in a position to make institution level changes and initiate new forms of policy and practice. The implications of misalignments between 'outstanding international students' and vague constructions MB University's 'internationalised' environment detailed in Strategy 2020 and student and staff discourses on their everyday experiences in MB University cut across analyses chapters 8-11 and shape recommendations outlined below. These findings and the following recommendations can contribute to the elimination of systems within universities which are inaccessible to 'international students' by their very design. The following recommendations can also serve to ensure that international students and staff are supported throughout their experiences of studying and working within a superdiverse university. As such, I suggest a combination of top-down and bottom-up measures to be implemented by a range of university stakeholders, to ensure that universities recognise, support and respond to diversities within the international student population.

12.5.1 Recommendations for clarity in strategy discourse

The role of strategy is central to my recommendations. I have identified that Strategy 2020 fails to acknowledge challenges relating to international student diversity and

consequently, fails to show either its consideration or its ability to deploy measures to respond to potential challenges. Whilst I believe strategy should recognise and celebrate diversity across its student and staff population, it is imperative for strategy to demonstrate the university's commitment to supporting international students throughout their studies. Though an institutional strategy is not the medium for outlining a detailed list of facilities and support measures, strategy discourse should signal the university's commitment to international students by indexing support services and/or specific policies in place for international students. Furthermore, stipulating how a university intends to ensure equality for all members of its community would ensure that strategy discourse exceeds tokenistic references to international student diversity. Ahmed (2012) discusses the capacity of the term equality to convey power struggles which are often concealed within discourses on diversity. Reference to equality within strategy discourse would signal a university's commitment to social equality whilst articulating diversity as integral to their ethos, a notion which is absent from vague and celebratory notions of diversity. Furthermore, embedding references to equality within university strategies alongside or instead of references to diversity within institutional strategy would signal ongoing university commitment, including the allocation of resources to ensuring equality. Table 3 below details the rationale, actions and roles and responsibilities involved in achieving clarity in strategy discourse.

Table 3: Recommendations for strategy

Level of recommendation	Institutional level through strategy discourse.
Issue	Vagueness of strategy discourse on a range of issues including a lack of detail on the university's

	commitment to supporting diversity in the student population.
Action required and outcome	Modification of strategy discourse articulating clear, concise and measurable strategy aims and objectives. Evidence of a commitment to equality is also required. Clear articulation of strategy discourse including tangible strategic objectives would make universities accountable to the commitments articulated within strategy discourse. Universities would therefore be obliged to devote resources and to monitor, evaluate and develop their actions in all strategy areas, including those relating to ensuring equality and supporting diversity in the student population.
To be implemented by	Strategy working groups, including representatives of the student, staff, including senior management team and external stakeholders such as university partners such as employers.

12.5.2 Recommendations for recognising and responding to diversity in educational capital

Despite meeting academic entry requirements, students and staff have articulated challenges with diversity in educational capital in classrooms and assessment. As these challenges are recognised by staff and supported within curriculum through modules such as the LACS module, universities should also implement cross institutional measures which recognise and foster diversity in educational capital amongst international students. Though requiring programme level changes, curriculum should provide students with a selection of assessment types to choose from which recognise differences in educational capital developed in different parts of the world as appropriate for the discipline. This approach would support the diversities which MB University promotes within its strategy discourse and would enable multiple forms of educational capital to flourish. Developing and assessing multiple forms of educational capital within university curriculum and assessment would ensure that international students are able to access curriculum, would reduce discrimination of differences in educational backgrounds and facilitate the academic success of all students. Details on the rationale, roles, responsibilities and activities involved in ensuring the MB University recognises and ensures that its programmes are designed to support and develop diversities in educational capital are presented in the following table.

Table 4: Recommendations for recognising diversity in educational capital

Level of recommendation	Institutional through curriculum
Issue	Curriculum failing to recognise diversity in educational capital within the international student population. International students feeling

	marginalised due to their educational and language backgrounds.
Action required and outcome	Curriculum needs to recognise diversity in educational capital. This would require the modification, i.e. flexibility of assessment to include optional forms of assessment, valuing a range of forms of educational capital. Recognising diversity in educational capital within curriculum would reduce curriculum level discrimination experienced by international students.
To be implemented by	Programme and module designers and leaders (including some input from professional bodies and employers as necessary for the subject area). Furthermore, students should also be provided with official platforms to discuss related issues, for instance through student representatives and student-staff consultative meetings.

12.5.3. Recommendations to ensure communication across the student and staff population

Misalignment in student and staff views have been highlighted across this thesis which point to the need for more platforms for students and staff to engage in meaningful formal and informal discussions. Informal confidential discussions would encourage dialogue between students and staff which could serve as a platform for

receiving support and advice for all members of the university community. Formalised discussions would provide a level of accountability to universities, requiring universities to acknowledge and engage in a dialogue whilst addressing student and staff concerns. For instance, lecturer 1 discussed challenges which he faced in teaching groups of students with different backgrounds and referred to the practices of some of his colleagues which included locking the classroom door to prevent late students from entering the room. Staff would benefit from informal platforms for discussing their experiences and providing one another with advice. Similarly, students would benefit from participating in non-curricular networks such as peer-mentoring schemes which would provide them with a non-academic point of contact to discuss their experiences with who would be able to signpost individuals to appropriate services and support. Frequent communication between students and staff through non-curricular platforms could raise staff awareness of issues faced by international students and enable staff to provide timely appropriate responses. Such a mechanism may have improved student 1's experience of discrimination during group work and would limit the likelihood of this from re-occurring. Details on the types of platforms, roles and responsibilities of individuals involved in developing appropriate platforms to encourage communication, sharing of anxieties, issues and sharing good practice are presented in the following table.

Table 5: Recommendations for platforms of communication between students and staff

Level of recommendation	Cross institutional as appropriate: programme/course level, module level, year of study

Issue	A misalignment between student and staff opinions regarding curriculum content, including the value of forms of educational capital, has been identified. Similarly, Strategy 2020's articulation of its 'outstanding' international students are divergent from the feelings of discrimination at curriculum level due to educational and language capital articulated by students (student 1).
Action required and outcome	The implementation, monitoring and evaluating of platforms for regular meaningful discussions between students and staff and amongst peers. These discussions could cover pedagogical issues as perceived by students and staff, such as assessment; group work and classroom activities. There should also be the scope for new platforms to emerge and for ad-hoch discussions as required within and across student and staff groups. Formal and informal platforms for discussions would foster safe environments for communication, limit

	misunderstandings and help prevent the development of more serious issues. This could also lead to the sharing of good practice and contribute to the development of the student and staff community through increasing cultural awareness and understanding.
To be implemented by	Students and staff at different levels and cross-groupings, such as subject groups and the student union as appropriate.

12.6 Concluding the conclusion

This exploration of international student diversity in MB University is a microcosm of the intricacies surrounding diversity across HE. There is no one-fix approach to the complexities associated with international student diversity in HE, however, all university measures to identify, prevent and respond to challenges relating to international student diversity should be embedded within both top-down and bottom-up activities. Furthermore, the success of any systemic attempts to support international student diversity are dependent on institutional commitment, including the allocation of economic and staff resources and must be developed in consideration of student and staff perspectives.

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Appendix A

Appendix B

Appendix B

Interview schedule for Lecturers 1 and 2

General

1) How do you interpret the term internationalization in the context of HE?

2) Why do you think that international students choose to study in the UK?

3) How would you 'define' the term 'international student?'

4) How would you define the term 'global citizen?' - i.e. what characteristics/skills/competences would you expect a global citizen to have?

5) Do you have any views on the role of language and nationality within internationalisation?

6) How would you define the term 'employability?'

7) What types of skills and competences do you think that global employers value?/ Increasingly seek within successful graduates?

8) Do you consider 'intercultural competences/ability to work across cultures and intercultural awareness' as an element of employability/an employment skill? - Why?/ Why not?

Module related:

1) What was your role in the design of the module?

2) How was the core content of the module decided?

3) Was the module designed in consideration of [redacted] 2020 (especially section 1: Graduates) and/or [redacted]' international and multicultural strategy?
    1) if not, were you aware that a number of features within the module overlap with both of the aforementioned strategies?

4) What was your rationale specifically for including:
    1) i) intercultural awareness/cross cultural communication/group work
    2) ii) employability?
    3) iii) reflection

5) Learning objective 1B refers to 'communication skills'
Learning objective 2A refers to 'skills and competences sought by employers' and 2B - 'learn how to communicate your competences and experience etc' - to any/all of the above refer to what could be considered 'intercultural competences?'

6) What were your objectives for your sessions? In general? - would you say that you tried to 'instruct' students, or promote discussion/thinking? - re intercultural awareness? - Why?

7) Your sessions involved a lot of group discussion. Why did you decide to do this?

8) How important do you think cross cultural group work is as an element of student learning?

9) How important do you think cross cultural group work ability is considered by employers?

10) Could you tell me about the online test which students carried out within the module? What was the objective of the test? Why do you like the test? How do you think it helps the student? - And do students receive feedback on their scores?

11) Did you try to connect the intercultural aspect of your sessions to the work context? If so, how and why?

12) Do you think these sessions contributed to the employability of students?

13) In all, how effective do you think that the module is? i.e. in terms of meeting its objectives?

14) Have you made any changes to your sessions this year? If so, what are they and why?

Interview schedule for a Senior Member of Staff

Internationalisation in HE and Internationalisation MB University

1 How do you interpret the term ‘internationalisation’ - within the context of HE in the UK?

2 Is there an institution wide strategy or policy for Internationalisation? - Why/why not?

3 Do you think that there is a need for an international strategy? Why/why not?

4 Do you think that Strategy 2020 is sufficient in terms of outlining the institutional strategic and mission aims re internationalisation? (please explain your answer)

5 Do you think that it is necessary to have departmental international strategies? (please explain your answer)

6 Do you think that MB University is particularly strong or weak in any areas relating to internationalisation? (please explain your answer)

7 Do you think that MB University has any unique points which are valuable across the international HE market? (if so, what are they?)

8 Do you think that international marketing is important in terms of the development of MB University? (please explain your answer)

9 Does the institution have a marketing strategy? (an online marketing strategy?)

10 How do you think that MB University could improve its ‘performance’/reputation/ranking - within the international HE market?

Students and Global Citizenship

11 How do you interpret the term international student?

12 Does your ‘technical interpretation’ of the ‘international student’ differ to how you regard/cater for students during teaching practice? (please explain your answer)

13 Why do you think international students choose to study in a UK institution? And why [redacted] in particular?

14 What do you think that [redacted], or any other HE provider ought to be doing in terms of helping students develop 'internationally?'

15 How do you think MB University to develop students 'international' or 'intercultural' competences? At curricular/extra-curricular level? And do you think this is/should be stipulated across policies?

16 What does Global Citizenship mean to you?

17 Does Global Citizenship play a role within institutional strategy? (please explain your answer)

18 Do you think that 'Global Citizenship Skills' should be developed at curriculum level? - please could you explain your response?

19 Do you think that the institution has a responsibility to develop students as 'Global Citizen' AND/OR as 'Global Employees?' (please explain your response)

Appendix C

Appendix C

Lecturer 1 interview 1 transcript

DD: Ok, we are recording.

LECTURER 1: Are you sure? Do you want to check?

DD: Laughs... - yes, we are definitely recording.
Ok, I will start off with some general questions.

LECTURER 1: Yes, ok.

DD: Ok, so, how do you personally interpret the term international student?

LECTURER 1: Erm, well, I think I probably think about international students in a very simple way, and that is, if they are international students if they are not from the UK.

I know we have this way of distinguishing students when we are recruiting students, we have home UK students, Home EU students and International students, and that is the official definition of international students, from outside the EU, but to me, in my mind, that is anybody who has decided to come to the UK from outside of the UK, to study. And so that could include students from European countries as well. So, I just think of it as non UK.

DD: And when you say that, do you mean on a practical level, I mean, how you perceive students within the classroom?

LECTURER 1: Yeah, absolutely, I mean, well, maybe no, because I don't really think when I'm teaching, I don't, I mean, maybe this is wrong, but I don't tend to think about it. I tend to be aware that I have a group of nationalities within the class, but I probably don't make the adjustments that maybe I could, or that I should. You know, to try to think about the individual nationalities, if you know what I mean, within the class, because then it becomes quite difficult, you know, in our master's classes, you know, you've got, let's say you have students from let's say half a dozen, or maybe ten different countries in the class... so, I don't tend to... I tend to think about my classes as being a group of different nationalities, but I don't think about the individual nationalities of the students within the classes, or the cultural characteristics of those nationalities. If that makes sense.

DD: It does, so it is the nationalities that you use to distinguish between home and international students.

LECTURER 1: Yes, basically.

DD: Do you think about language at all?

LECTURER 1: I do think about language because I have a lot of respect for people who come to the UK to study in a, not in their native language. Although I do try to make accommodations for people who are not studying in their native language. Yes, so I definitely do try to make accommodations for people not studying in their native language, er, yes, so I definitely do. I just hope that I make sufficient judgments, I think that I am at an advantage because I speak a fairly standard English accent (laughs) and I believe that

that makes it easier for people to understand. I know that some of my colleagues for example, who are not teaching in their native language, they may have very heavy accents, and that might get reflected in the student feedback.

DD: Ok, that's interesting. Ok.

How do you interpret the term 'global citizen?'
And do you think that 'global citizen' is an important term within this educational context?

LECTURER 1: Well, erm, I've used the term global citizen, and it is a very interesting question, I mean, I looked at your question beforehand, and I thought 'how would I interpret the term?' and I have definitely used it, so I suppose, on that basis, I should think about what that means... erm, and I guess that what that implies would be that... well, 'citizen' would imply somebody who embraces the community and somebody who is part of the community, rather than somebody who is sitting on the outside and on the fringes. Erm, but, well, I suppose what that implies is somebody who embraces globalisation and the increasing mobility, or movement, across national borders. And, erm, I also kind of conflate it with the idea of intercultural competence as well... of people who are aware of cultural similarities, people who are able to make some sort of adaptation of their own behaviours and of their own relations with other people based on their own needs, and their ability to adapt to their own situations...so I think that I see it like that, I mean, it is one of those phrases that you hear about, like employability...

DD: Yes.

LECTURER 1: employability, that you know, become a kind of mantra, you know, a sort of orthodoxy, that is used within Higher Education, and it is related to the idea that we are, that we kind of want to, given that we are living in an era of globalisation, we need to enable that our students are able to work effectively across cultures and to make transitions between cultures and to work in a kind of global job market.

DD: Is that something that you feel as though MB University is trying to do?

LECTURER 1: Oh, very much so. Yes, I mean, it is a bit of a kind of a 'chicken and egg' kind of scenario, because I think that we became a very international community, and certainly since I have been here, the whole mantra about the internationalisation of the university and the global citizen, that has developed after, it seems, after we have started to accept students from overseas. And now it is, well, it could be used as though we are using it as a sort of, a justification for our internationalisation. We are now realising that we can take advantage of that, that we have this incredibly diverse community on campus, and that we can use that to our, or to our students' advantage and to enable them to work more effectively within and across different cultures.

DD: And when you use the pronoun 'we', do you mean MB University, do you mean the Business School, do you mean the staff within your module?

LECTURER 1: I just mean we, us, you and me, you know? The people who are facilitating students' learning. You know, it is a collaborative enterprise isn't it? I don't really so much distinguish between the Business School and the University. I do think more in terms of the university rather than the business school if I am honest. Yes, when I am giving these answers, I am thinking about the university as a whole, and, erm, because I do. I mean, obviously the business school as a whole is at a different stage in the internationalisation

than the different schools, but given my erm work across, remember we were talking at the beginning about the international strategy committee for example, and that is a cross university group, and we are trying to build a common approach to erm internationalising MB University on and the student experience.

DD: And that is the objective is it? To have one strategy for the entire university?

LECTURER 1: Well erm, when you say they, erm, it would depend on who you talk to. I think, my view is that we, need to have a strategy for the university. You may talk to people from other schools who have taken on peroquial view, you know, and that is inevitable in all institutions or organisations, there is an element of, a kind of silo mentality. You know, where people only think about the particular part of the organisation that they are actually in. But my erm, I don't know if, certainly since I have been director of international relations, and I have been sitting on international strategy meetings, that has made me think more widely across the university. So I don't know if other people share my kind of view.

DD: I was told that apparently each school has its own international strategy, but I have only been able to locate the business school's strategy.

LECTURER 1: When you say strategy, you do mean 'document' don't you?

DD: Well, yes, but the document which I am referring to is entitled 'strategy'.

LECTURER 1: Well, I would be very cautious, in assuming that a document is a strategy. You know, a strategy is an all-encompassing, in a sense, of behaviours, you know, that really guide the way that we develop our learning and teaching and research. And I would argue that, we don't have as both a school and a university, we don't really have that common vision. But, the view to, or the view from a university level, this is my view, and my perception of the view taken from the university level, is that the university is an amalgam of the school strategies... and that almost the implication is that the strategy is therefore almost driven from the school level upwards.

DD: And do you feel that that is how things function in practice? Or do you think that it happens the other way round?

LECTURER 1: Well, I take the view that nothing happens in practice. This is not happening in practice. From my view, I take the alternative view that the strategy needs to be developed at erm, and driven from the executive level and it needs to cascade downwards. So, in the process of defining what that strategy actually is, of course, I mean, whenever you are defining a strategy, you need to involve those people who enact the strategy of designing it, because if you impose the strategy that begins with their understanding of what we are doing and erm that is going to be a bit more difficult, so strategy building needs to be a collective process. But, it needs to be driven from the top downwards, and in order to get a collective strategy, you know, a one that, a strategy that everyone buys into, a one with a common vision of the university, that, to my mind, has to be driven from the university executive positions downwards. Now, the executive is composed the Pro Vice Chancellors and then the Deans, it is the Deans who are then responsible for operationalising all of that within the schools. So, my view on that is that it is this executive body that should be defining and deciding what the international strategy actually is, and then the Deans responsible for operationalising it within the schools, you know, cascading it down to all levels of erm what people do.

So erm, yes, at the moment, I erm, I certainly feel a sense of frustration that we don't have a common vision for internationalisation as a university. I mean, we have Strategy 2020, but then again, I come back to the point that a document is not a strategy. You know, somebody has written that, but who is actually buying into that?

Well, I mean, do you buy into it?

DD: Well, one of the things that I wanted to ask you was when you designed the module that I observed, did you consult Strategy 2020? Did that help or influence you? How did you decide upon the content and learning outcomes?

LECTURER 1: I mean, I, my personal mission happens to be in alignment with some parts of what it says within the 2020 strategy, and that is, you know, that I embrace the idea that working effectively across cultures is an important skill that we give to our students... and this will inevitably make them more employable within the global market. So, it is easy for me to align what we are trying to do within the module with the strategy, so the question is, what came first?

What came first is that I was wanting to do this at the module level, and then it just so happens that, it's a bit sort of like a post-hoc rationalisation, I mean, it is a bit like...

DD: It looks like text book design to me, as an outsider. There are so many parallels between your module and the strategy that I thought that you had consulted the strategy...

LECTURER 1: ... that we had used the, that we had consulted the strategy to design the module?

DD: Yep. It appeared that way to me.

LECTURER 1: Well, you see, it is a very very difficult question to answer because, you know, you could be kind of, subliminally influenced by a strategy document, but, erm, I think that what we are trying to do on that module is pretty common across many, most universities, I would say... and most strategies from other universities would be, you know, 'global outlooking'...

DD: The strategy uses that term, 'global outlook'...

LECTURER 1: Yes, I know... (laughs...) Yes, that's right, and I mean, particularly business schools as well. I mean, for a long time, you know, we have been a very international market, for erm, business education. So, erm, yes, it comes back to my point about the chicken and the egg doesn't it? And have I been subliminally influenced? I mean, I think that I have been, I like to think that we haven't, I like to think that we thought of what we need to do. I mean, I was probably influenced in the kind of global debate about what Higher Education is, and what is the 'internationalisation of Higher Education?' So it's, obviously, I would see an alignment with my own personal goals and those of the university. But, there are other aspects of the 2020 which I don't really think about which maybe aren't reflected within my teaching, I mean, we are only picking on those bits which do align. I mean, I can't even tell you which numbers they are.

I mean, I don't engage with business as much as perhaps I should. I recognise the need to, I recognise that we need to engage with businesses, and you know, that needs to be a

key part of, well, particularly with business schools... well, erm, with any school strategy... You know, we aren't producing knowledge for the sake of knowledge. We are producing knowledge for a practical purpose, and it can benefit society, or at least it should do.

DD: It seems to me as though your module is more concerned or focuses on the individual, the person. But did you want to develop the person, the citizen, or did you want to develop the person with regards to employment? I mean, did you want to develop the employee? The future employee? Or both?

LECTURER 1: I don't, I mean, I can't distinguish those in my mind really. I don't agree that university is just about getting a job. I mean, in my day, I mean, of course, people have always wanted to get a job, to better themselves, you know, to further their, to become educated and erm, becoming educated, you know, it obviously opens up opportunities for them. But erm, when we went to university, there wasn't this erm pressure upon students to pay back tuition fees, or, you know, to compete for jobs in the same way. Of course, you know, everybody wanted to work, but we weren't doing it because we were governed by this, we were driven by this erm, employability. I mean, employability wasn't even a word within people's vocabulary then. We did it because we wanted to learn and because we wanted to further our education, but, you know, now there is erm, I mean, we talked about marketisation last time, in our interview, and I kind of regret that. I think that is an unfortunate outcome really, it is the, erm, it's the, to my mind it is the neo-liberalism, the idea that society provides the infrastructure for businesses to flourish, and you know, what we are doing here is the whole shifting of emphasis from students, from society, from education being a public good, and erm, society investing in the appropriate skills for the future. That responsibility has shifted onto the individual. And erm, at the same time, you know, businesses have, you know, takes advantage of that. It is not paying directly for the costs of those, of the education and the skills of the erm individual. So, I feel that erm, the whole employability agenda and the pressure on the individual, erm, the removal of the government grants, you know, is not something that I feel comfortable or happy with. It is kind of inevitable in a way.

DD: And does this influence you in perhaps, the way that you might design a module? Or does it influence the way that you view student learning or anything of that nature?

LECTURER 1: No. I mean, I do recognise the world that students are in now, erm, I mean, it feels as though it is much tougher, and we need to do everything that we can. I mean, students are paying a lot of money to come here. You know, when I talked about student tuition fees, that was about undergraduates. In my mind, postgraduate students have always been paying a lot of money to come here and to further their education and to improve their employment prospects. So, to, you know, given that they are making this huge investment, we also have this huge responsibility to make sure that it is, that they get a return on that... I mean,I hate that, you know? Using such a term as 'return as investment'...and those kinds of things, but, you know, obviously, I'm kind of complicit in this, erm, but yeah, absolutely, I think about those kinds of things. Particularly with this module, I mean, you are bound to. The Learning Career and Skills module is about making students more effective on their MSc programme, and enabling them to understand how that learning is contributing to their career planning and development.

DD: Ok, so does that mean that you thought about employer needs when you designed the module?

LECTURER 1: Designing that? Well, erm, we did, and erm, this module here, the [redacted], do you know that we have changed it slightly?

DD: Yes, I do, and I have looked at that document.

LECTURER 1: The module that you observed, the LACS module,that module was designed specifically for the MSc in Informations and Systems Analysis, and, I can't exactly remember when it was. I think it was about 5 or 6 years ago now, but, we designed this group, we redesigned our Master's offering, we bought together 2 courses, there was the MSc in e-business and the MSc in business and IT and we tried to bring them together in one programme. We wanted to bring them together in one programme, which is now the Informations Systems Analysis MSc. And we consulted employers on the degree.

So, the module itself, erm, I mean that, the re-structuring, the re-designing of the MSc enabled us to bring that in... and so employers helped us to understand the skills and knowledge, the level of skills and knowledge that they were looking for.

DD: And when you say 'employers' are you referring to international or global employers?

LECTURER 1: Erm, let me think who we consulted... We consulted CapGemini, I mean, these are global companies, yes. Erm, and another information systems company, called CSC was involved in it...also, I remember having conversations with Jaguar Landrover, as well, and so we actually got the to look at the course design and to make comments on that.

DD: I realise ultimately it was your and the university's decision, but did the employers give any indication as to what they thought about the inclusion of intercultural competences or communicating across groups?

LECTURER 1: Yeah, erm, I can't remember if they specified... I think they placed a lot of emphasis on erm, what they call client facing skills... so, the ability, what the type of, let's say, information consultancy, and I mean, our MSc students have gone on to lots of different types of role, but, informations systems consultancy companies are looking to recruit people that erm have trained in this specific area of consultancy that they are actually doing. But what they are predominantly looking for, is for people to interact effectively with clients and to understand and to interpret what their clients' needs are, so that they are able to build solutions that meet their clients' needs. So, a lot about the need to have client facing skills. And, I mean, you can think about that as being interpersonal skills, communication skills, a lot of these things overlap don't they? Erm, and I suppose, to some extent, and erm, emotional intelligence, and I mean, I consider intercultural communication and competence skills as being part of people being able to work effectively and to relate to other people. So, I can't remember them mentioning specifically, 'working effectively across cultures', but, I am sure that I have had conversations with businesses and employers, where they have talked about the need for what we are calling intercultural competences and the ability to communicate effectively across cultures.

What was the question again? (laughs)

DD: (laughs) - I am trying to work out whether the decision to include that strand of the module - the strand relating to intercultural competences - was more about employability

or if it was included to help students more with their experiences here, i.e. the student experience.

LECTURER 1: Well, yes, absolutely. I mean, first and foremost, it was about helping them to integrate more effectively, because particularly at the Masters level, the majority of students come from overseas. A lot of them are studying in the UK for the first time. Unlike the undergraduate courses. I mean, we do get students who have done undergraduate degrees here or have done foundation courses, so they have a bit of experience. In the undergraduate courses, they have a bit of experience of team working skills, but in the Masters programme, a lot of students want to come to the UK because it is only 12 months and a lot of countries, particularly in Europe, they erm, they are 2 years, so, this is an attractive aspect of the Masters in the UK. But, it means that you have to get up to speed very quickly, and students are being examined at the end of their first term. They arrive in September, and then in a few short weeks, you know, they are expected to sit in exams or they are doing group work, and they are likely to be assessed in the group work.

I think that I do work very closely with lecturer 2 and it is lecturer 2 who has really driven this side of it. I understand the need as well, and I am interested in internationalisation and we have always felt as though we need to give students the ability to work in multicultural teams. Often, a lot of the teams are formed on the basis of diversity. So, they will try to get a mixture of different cultures, different genders, this type of thing, so it is really...

Do you know [redacted]? He is really interesting, he is based in the Work and Organisational Psychology Group, he did his phd here at MB University, and he did his phd around diversity in group work and he is really interesting personally.

But yes, it certainly was, first and foremost, to do with enabling them to interact, for them to be able to perform effectively on the MSc. But then, of course, we have realised that it is also an important skill that employers want.

DD: Do you think that some students, you mentioned about the time factor influencing some students in their decision to study here in the UK, do you think that some students may apply to study here because it is such a diverse setting?

LECTURER 1: That is a really interesting question. Certainly from the blogging that students do on this module, they value the intercultural diversity. But whether or not they are aware of it before they come, from some of the reflections that I read, I get the impression that a lot of them didn't realise that it would be so internationally diverse... But, this was a kind of, a 'happy' discovery... that they suddenly found themselves in a room with people from all over the world... So, yeah, I think that it is a strain. But, whether or not it is something that they are coming for, whether or not it is something that we stress that within our promotional materials, I don't know.

DD: Well, it is marketed... promoted. It seems to be.

LECTURER 1: Is it? Well, yeah yeah, I really don't get involved with the marketing side of things.

DD: Ok then. How about assessing these skills. Because it is part of the module, it is one of the learning outcomes, why did you decide to assess it through the e-portfolio?

LECTURER 1: Well, lecturer 2 and I did some work a few years ago, we got a small amount of funding from the Higher Education Academy to do some work, to do a review of training and assessment methods connected with intercultural competence... or what we were calling intercultural competence... and what we were looking for at that time, was ways that we can assess intercultural competence. We looked at lots and lots of different tools and there was a whole load of different tools out there. Some of them freely available, some of them not... which enable you to assess the ways in which people, or rather, assess people's level of intercultural competence. What we realised is that you can't assess people using these tools, but what these tools provide is a means to critically self-reflect. So, they provide a benchmark... or maybe benchmark isn't the correct word to use, or maybe benchmark I suppose... just a kind of mirror really to kind of think 'where am I?' and 'where do I want to be?'

So, erm, with this type of learning, it seems, I can't think of any other way to do it, but to assess students' self and critical self-reflection.

DD: I guess if that is how you are assessing students, it is 'non-threatening'... there is less pressure than say for instance, they had to produce some sort of group report or something...

LECTURER 1: This is a different type of learning I think. What we are absolutely trying to assess is skills, and erm, in other modules within the MSc module, they are assessing knowledge as well as skills...and you know, you kind of assess those things in different ways... This module is absolutely about skills and one of the skills which students are demonstrating through this module is the ability to reflect... reflective practice... er, and we stress the importance of reflective practice, in continuing personal development...

DD: When you say personal, do you mean the general person or do you mean or include the 'professional?'

LECTURER 1: Well, I guess I do mean personal and professional development really... this type of learning is being used, as far as I am aware in professional accreditation in things like CIPD and where you are getting professional qualifications, a lot of it is done through portfolio types of things which include reflection... where you are writing about your acquisition of knowledge and skills... and basically, that is what this is doing...

DD: Sorry, I am probing you a bit now...

LECTURER 1: No no, that is fine. I find it interesting to think about these things...it helps me think about what I am doing and you know, some of these questions are really good.

We kind of accept these terms without questioning them.

DD: This is the thing. They are such 'vague' or 'all encompassing' terms... and these terms float around within strategy documents, as we've mentioned, 'global citizen' 'international skills' and others... but there is no specification as to what these skills actually mean or consist of.

So I am wondering how you as a lecturer and module leader, what influences your decision as to what you include within modules, at curriculum level, which address these terms which are used within wider strategy.

LECTURER 1: Well, this is it. We do have freedom here. You know, academic autonomy and freedom is highly cherished, and highly valued, that is part of the reason why academics come into the profession, but, I do think that within this university, and unfortunately, I don't have any other means of comparison here, but I mean, I have only ever been a lecturer here. I have been a research fellow at other universities, but here at MB University, it is almost as though we have too much autonomy... It is almost as though we are simply a collection of individuals who occupy the same space, yet we are all doing our own thing.

This comes back to my point about driving the strategy... and you are absolutely right. These words in a document, they are just like... what is the expression? Like 'motherhood and apple pie?' It is just, everybody, I mean, everybody just says it...in any university strategy, they will say, you know 'bladiblah...' But what is... what is the management and... well, I say management, but what is the leadership behind this? What is the university doing to inculcate these? To embed these? To ensure that these principals are appropriate? To ensure that these principles that we decide upon, that we are actually teaching them?

DD: I guess your module, or rather, any module at MB University has to go through a process before it is approved?

LECTURER 1: It does.

DD: Doesn't that ensure that nobody does anything which goes against wider university values? Or anything 'crazy?'

LECTURER 1: Well, you would hope so wouldn't you? (laughs)

DD: Well, I hadn't thought of this actually... but if you really did have complete autonomy, it would be possible for academics to teach people with their own biases, or influence students in a manner which they perhaps shouldn't

LECTURER 1: Well, yes. This is it. I mean, erm, that does happen to an extent at the group level I think. And this is part of the problem at a modular level. It is like a lot of the degree programmes are not designed as degrees, they are designed as a collection of modules... and it is almost like, when a proposal for a new degree comes, it feels as though 'well, what can we cobble together to create a degree?' ... And when we recreated the MSc ISBA, we wanted to take a top down approach. So, we had a collective discussion here within the group, what we think, what we want to teach and what kind of approach we want to take...what is needed? - So, we try to bring those things together, and that gave the staff within this group the opportunity to, you know, we tried to bring those two ends together. What needs to go into the group work and what needs to go into the teaching? And staff can use that as an opportunity to develop their teaching. Erm, whereas when I started teaching, it was more a case of 'well, what can I teach?' and 'let's put together a module that allows me to teach that...' but it was kind of, well, even now, I don't always properly understand how my teaching fits into the rational of some of the degree programmes at all. It is just like a kind of, an option for some of the degree programmes that people can do. So, I do think that, I would rather that there was more kind of collective effort... that there was more leadership... I keep saying that here, we have management, but we don't really have leadership. We have a lot of what I perceive as managerialism, increasing bureaucracy and very little leadership about what is the vision that we are working towards, and how do we all work together to achieve that?

We just get sent emails...laughs.

Emails aren't leadership in my view.

DD: Do many people share your views? I mean, are you aware of whether or not people share your views?

LECTURER 1: Well, the people who I talk to share my views, but then, I choose to talk to these people, so of course they share my views. These are the ones that I have got an identification with...these are people who are similar to me. These are the people that I chat to over a cup of coffee...

DD: Speaking to you now, I can really see how the university has the power to influence society and how important it is for values and objectives to be carefully decided...

You have the potential to change how people view the world... especially through modules such as this one.

LECTURER 1: Yeah, yes. Well, I would like to think so. But, you don't sort of see it on that grand level. You tend to see it on that, 'I've got to deliver this module', 'how am I going to get through each of the weeks?', 'how am I going to assess it?'... 'How are we going to assess student learning?' 'How are we going to get good feedback from the students?' ...but yes, that does sound very nice, the way you have put it.

DD: Within your sessions, do you think you try to 'instruct' students? Or do you try to encourage them to 'reflect?' ... I'm aware that these kinds of skills are difficult to teach...So I'm interested in how you approach such skills within the classroom?

LECTURER 1: Well, yes, definitely, I mean, I see teaching, if you want to call it teaching, is more of a process of 'facilitating learning'... It is not a process of information receipt. You know, giving students information and then they learn it. It is definitely not about that. It is about the acquisition of skills, and erm, so when I use the term 'learning and teaching', because learning and teaching is increasingly seen as, we see ourselves as facilitators of student learning, we are not didactic teachers... there has definitely been a shift... I mean, when I went to school, it was, there was more of a didactic approach, where you would basically be examined on your ability to memorise facts... and now the kind of shift in education, and this is also happening in schools, and it is particularly obvious within the students who are coming up to university from the UK system, is that learning is about developing skills, administrating skills.

For students who come from cultures where there is still a very didactic approach to erm teaching, like the common case cited is students from Eastern cultures, where erm, it is still very much, erm, there is distance between the teacher and the pupil. It is still this very much so, 'information received'... 'Information reduction' kind of model. Erm, I'm not so sure if that is exactly kind of, how it is, but erm, certainly, it is, these are difficult skills to teach. I mean, how do you become a better people person? You don't become a better people person by reading a book about different people skills. You learn it by interacting with other people and learning what works for you and what doesn't work for you, and modifying your behaviours accordingly, so it is very much about experiential learning. Erm, yes...And erm, yes, I mean, this is something that kind of worries me about the module, because we assume that everybody has the ability to critically self-reflect. That everybody

is perfectly comfortable with reflecting, but, a lot of people aren't. I know this because we do the learning styles inventory and the results show that some people have more of a reflective outlook towards learning, whereas other people are kind of, or quite a lot more pragmatic in their approach, or simply haven't got enough.

So, how do we enable them to? How do we enable people to become better self-reflectors.

And I'm not sure, you know, how to really do that.

Erm, all that we really are able to do, is to it to give them examples of critical self-reflection, and then give them the chance to have a go at it by giving them something to write and to give them feedback on it... But even then, and please don't tell the student this, but even then, I'm not entirely sure about how to feedback…How to provide feedback on reflective writing.

DD: Well that's it isn't it? Because you would be making a judgment on somebody else's way of thinking and their judgment... I was thinking about assessment, and it must be so difficult to assess this module in particular.

LECTURER 1: Well, yes, it is.

DD: And if you disagree with someone...

LECTURER 1: Ah, ok. Well, it is definitely not about whether or not their views are right or wrong. It doesn't matter whether or not they argue that black is white and white is black, but if they argue it well, then, I will accept it.

Absolutely not. I mean part of the skills that we as teachers need, is that we are comfortable with the concept of reflection. We have to be reflexive people. So, erm, definitely the people that I work with are. X, lecturer 2, Y, Z and myself... We have all, you know, we all understand the importance of reflection, we are all reflexive practitioners, erm, and we are able to adapt our views to accommodate different perspectives. But, that is not what we are assessing. What we are assessing is erm, how analytical it is. The students' ability to observe things and to draw out conclusions... erm, their abilities to base their observations on evidence that shows that they have reflected upon that... perhaps on practical experiences and then drawn out the implications for how things are effected.

So, it is those types of things that we are looking for... and you know whether writing is descriptive, or whether it is critical. I mean, that is obvious. You know, I mean you are used to looking at different types of writing, those that simply describe things. But, what they need to be doing is analysing and critically reflecting...and drawing conclusions based on the implications of those things... the difficulty is, how do you turn a descriptive reflector into an analytical one? And is it, is everybody actually capable of that?

DD: Do you think that they are?

LECTURER 1: Erm, I think not. But, I don't know whether or not to admit that, because erm, it, the whole kind of climate for learning has changed. In my day, you didn't even get feedback. You just did it, and then you got a mark, and then that was it. And nowadays, all students think that they are capable of getting a first, which is beyond the law of averages,

because not everybody can be above average, because, by definition, there needs to be an average point.

All students seem to think, as I have said, that they are capable of getting a first. How do you, I mean, it is a very difficult thing. If they don't get the mark that they want, if they don't get the grade that they want, a lot of students will blame me if they haven't got a first, because in some way, they may feel a though I haven't taught them... and it is very very difficult, and this all comes back to that, this whole idea that universities are a team and that we are a business, you know, that we are consumers. I mean, I simply hate it. I call it the 'c word!' I refuse to consider customers as customers or consumers, because education doesn't just follow the normal patterns of consumption, of regular goods and services. I mean, you don't consume education in the same way that you sit on a bus, use a swimming pool... you know, everybody, the whole, the experience in this kind of environment is framed by their experience of learning. You know... we are all stakeholders and co-creators of knowledge, we are not providing an economic service which you can measure in the same way, that you can in the consumption of others. So, the students, they think that... increasingly, they think that ... and this is a sweeping generalisation - and there are a lot of students who still think that learning is an active process and that they are responsible for taking responsibility for their learning, and that, erm, at the end of the day, they are, that the mark that they get will reflect not only the work that they put in, but their ability to do well, or not to do well on this particular module. But, some students, they think that, and again, they will end up thinking that it is my fault, if they don't do well.

And again, it is not like running a computer programme. I mean, you can't give erm 50 people the same in-put and get 50 people with exactly the same output. So, how do you communicate to students that people are going to have different levels of achievement? And part of this, a lot of this - is highly tacit. It's what I call the X factor. Not everybody can, I mean, most students should be capable of getting a 2:1, but only some students are capable of getting a first. You know, there is a large dose of the X factor in achieving that.

DD: And do you think that the students who expect to get a first, do you think that they do view education as some sort of service or product?

LECTURER 1: No, that's erm, I think that there are students who are going to get a first anyway. I think that it is the students who put themselves under pressure. We see this quite a lot. Particularly with the UG programme, unfortunately, employers might not look at students who don't have a 2:1.But, a lot of students now put themselves under a lot of pressure to get a first, which they can-not achieve. It is unrealistic.

DD: And what about students who are doing postgraduate certificates. Do you think that a lot of them are studying for the purpose of their careers? Do you think they might view HE as though they are buying into something that will benefit them in the future?

LECTURER 1: Well, you would hope so, because that's why they might be doing a masters.

DD: So, are they therefore viewing HE as some kind of service or good?

LECTURER 1: Erm, as an economic transaction?

DD: I'm sorry, I'm putting you under pressure, but I am keen to know what you think...

LECTURER 1: I think that the types of behaviours that I have just been describing, that you see this more in UK students than you would see in overseas students. Erm, on the masters programme, as I have said, a lot of students are coming into the UK for the first time. It is a completely different educational environment, and you know, they are used to a completely different learning environment or culture, and so, they don't question things in the same way as students from the UK traditions may.

No, but I know that is a huge generalisation, and I do see it more in the UG programme than I do at PG level.

DD: Ok, and I will go back to the module itself for my final question. Do you think that the module contributes to the overall employability of students?

LECTURER 1: Well, I think that is the million dollar question. I'd love to know. I mean, I'd love to. I don't keep up with graduates as much as I would sort of like, the difficulty is, how do you know if, whether or not this module has added value? If we didn't have this module? Would we get the same level of employability amongst our students? My feeling is that this is sort of another thing that makes me sort of, question the value of it... those students who are going to do well on this module are the sorts of students who will get a good job anyway...and I am not sure that there is such a direct causal relationship between them doing well on this module and them getting a good job.

But then, it is almost as though I am saying, well, what we are doing within this module is then aimed at the students who need more help... erm, however, I have noticed, you know, I do have evidence that what the students have done on this module has directly fed into them applying for jobs. Last year or the year before, we had a student who, she got a good job with an engineering company, I can't remember which one... she got onto a graduate scheme, and in her portfolio, she put the erm, she put parts of her application form, it was a kind of competency based thing, you know, when they have to write kind of skills based statements. So, it was obvious that she was drawing upon experience and so one of her skill sets was about working with people from different cultures. So it was obvious that she had used what she had done on this module in applying for this job, and that may have had an influence on her getting that job as well... but, I would love to know... I mean, this is the really really, the kind of the key question. I suppose you would need to design quite a bit of sophisticated research to test it, because you would have to consider the students who don't do well, in that sense, against some sort of control group who didn't do the module... but then you would have to ensure that the characteristics of the groups were similar... it would be almost impossible to design that research. You would have to have two parallel groups. One group doing it, one group not. And then, if you make it optional to students... what kind of decision making is going on there? Students tend to select modules that they know or think they will do well on... not ones that challenge them and are going to push them out of their comfort zone.

So, it is just.... well, I feel as though we are adding value, but sometimes, some of the feedback that we are getting, is that we are not. Some of the feedback that we get, is that the students would rather be doing 'proper subjects'. You know, that they would rather be doing, learning about data analytics, or sitting in a simulation room, learning how to use spreadsheets... and I also think that possibly, well, rather, I would hope, that the type of learning that we do in this module, that they realise, that the realisation of the value of it comes later on. And that when they start to develop their career, they start to appreciate the value of personal and professional development, and reflection within that. You know, that they sit back and think, there was some point in that! So, I do kind of think that in all of

my teaching really, students don't necessarily appreciate the value of it now, but I mean, we have made the module more... I know we were talking about the module last year that you observed. The module this year, we have made it much more directly focused around the whole global employability.

DD: I have looked at it, and it is much 'tighter'.

LECTURER 1: Yes, yes it is. I mean, we had to change the credit bearing, but we changed it. Last year it was a bit more kind of broad and less focused. This year, I think it is more focused, but, there is no evidence this year, that students are seeing it as being more focused.

In fact, we have a committee meeting at one o'clock, and one of the items on the agenda is the assessment on this module. So, no doubt the course reps will tell us that they don't understand what is being assessed on this module. That is what I am expecting to hear.

Is that everything?

DD: I think those are all of my questions. Thank you, thank you ever so much for your time and for sharing your views.

LECTURER 1: You are very welcome.

Appendix D

Appendix D

SMT interview transcript (member of the senior management team)

DD: Ok, so, I thought I would begin with just a general question. How do you personally interpret the term ‘internationalisation?’

SMT: Goodness, well, yes. It is a very broad term which encompasses everything, and nothing really. Everything that one would imagine... so, it’s about, in terms of the university, developing students so that they have an international mindset. It means developing the university community, so that there is an international dimension. It involves staff, students, partnership, research. It involves looking in everything that you do, beyond the national.

DD: So across all areas of the university?

SMT: nods

DD: Is there a specific policy for internationalisation? Does such a policy exist here at institution X?

SMT: Erm, there was a policy and there hasn’t been an up-dated policy for a while. But, XXXXX, the new PVC for Internationalisation has just written one, so you could ask her for a draft. She has just done the draft. She has a got a basic structure of it. However, there is a very clear part of our going forward, 2020 Strategy, which is, erm, for the benefit of your recording, I am just picking up the strategy, and erm, there is a very strong section, section 4, on International Relations and Networks. There are some very strong KPIs around building strong professional networks, and building an international research reputation. Building, promoting our reputation generally, developing the students, which is the key of the strategy.

DD: I have been looking at strategy 2020 and to my understanding, internationalisation cuts across every section, which is why I wanted to ask you whether or not you actually think that we need an internationalisation strategy? Or do you think that Strategy 2020 contains sufficient ‘strategising?’

SMT: Well, erm, you are absolutely right, erm, let me just see whether or not I can find the strategy that erm she (XXXX XXXX) has developed so far. She, of course, has recognised that it encompasses everything, and in a sense, you need a strategy which, almost all of your strategies, I mean, the Learning and Teaching Strategy needs some international, and the Research Strategy needs some international, so, this is a very early draft and I think that you are only the second person, or third person in the university to actually see it. So, she has said, ‘well actually, there needs to be something on international presence and reputation’

DD: Yep

SMT: So, that could also be our Marketing and Communication Strategy. There needs to be something about the market and how we market ourselves to the stakeholders. There needs to be something on the partnership, how and who we partner. There needs to be something in there on recruitment, and probably something on Learning and Teaching. So, these, I think, are going to be the pillars of her new strategy.

DD: Ok, and does recruitment include recruitment of staff and students or is it just focussing on students?

SMT: In these cases, she is talking about students, but, for example, we involve our council KPI in the proportion of staff that we have from overseas. So, you are absolutely right, it does go, you almost need to codify, or bring it together.

She has also, so the 2020 Strategy is about promoting our reputation, increasing our number of research links internationally, increasing our visibility, attracting international conferences, joint partnerships, international students, developing global citizenship through language skills, through delivering a degree. So, there is a sort of matrix there.

DD: Sorry, could I just pick you up on something there?

SMT: Of course.

DD: Well, you have mentioned Global Citizenship. Do you think that specifically refers to Language Skills or does it...

SMT: No, it goes way beyond that. Language skills are just a part of that. Global Citizenship is about developing the global mindset. Which I think we are going to be coming to later on...

DD: Yes, it is just interesting because...

SMT: Oh yes. Language skills are very much part of that. Research shows that ( ) who did her phd here - have you found that? - it is in the library here - she did a big survey of first year students who had studied a language or had studied abroad, and she found that they had a far better capacity to work in teams, to work in cross cultural teams, as you would expect. It is a lovely piece of work that.

DD: Ok, I will definitely look that study up.

So, I guess the university as a whole has decided that we need an internationalisation strategy? Because, I looked for such a strategy a couple of years ago, and I was told that we didn't have one.

SMT: Because it was embedded within the other one. Erm, so I suppose, what we have decided now, is that we have had a review of our international activities, and we have got an independent consultant in, consulting. What they have said, is that you need an international strategy, because otherwise, people don't, it is not clear what people's responsibilities are.

DD: Ok.

SMT: So, your strategy almost needs to set out what your expectations are and then the operation, or the action point of the strategy needs to give out very clear responsibilities.

So, for example, we have the international office and we have the schools, whose responsibility is it to do what?

DD: And therefore, so, we will have a university wide strategy. Will we have departmental level ones also?

SMT: Some areas do already have their own international strategy. Some of the schools have, the international office has. But I think this is about drawing together. But also, you are absolutely right, it is about making sure that the international activity is linked into the other things. So, for example, XXXX XXXXX is talking to the Head of Learning and Teaching to ensure that her International Strategy aligns with the Learning and Teaching Strategy, and internationalizing the curriculum.

So, joining up the bits that we perhaps haven't before.

So, this is perhaps a very high level, intentional, with some KPIs behind it.

DD: The focus of my research has shifted, and I am seeing that some things, for instance, the diversity across students and staff, and global employability are marketed on institution X's website as though they already have been achieved. I guess the idea here (pointing at strategy 2020) is that it is in outline of ambitions or objectives of the university?

SMT: Exactly.

DD: But, I guess they do already exist...we have already reached some targets have we?

SMT: Well, they always say that with vision, or ambition, is it something that you aspire to or is it something that you already have? I mean, in a way, it is a bit of both.

What you, well, when we wrote this, this is eight years ago now, seven years ago. We were saying where we wanted to get to, and you would hope that we had gotten a bit closer to that over the years.

So, it takes our key values, what is important and what we are good at, and it builds on them.

DD: I would love to chat with you, but I am conscious of my questions...I have to look back at my questions.

SMT: We can always chat another time...

DD: Alright.

What do you think MB University's strengths are, in terms of developing internationally?

SMT: Erm, so, the first is that we have a very, you see, Learning and Teaching... do you want to talk about everything or shall we stick to Learning and Teaching?

DD: Learning and Teaching, as that was my original focus.

SMT: So, 35% of our academics are from outside the UK. So, we don't recruit from any one country. We recruit the best we can, from wherever.

DD: Ok.

SMT: And that immediately brings an international perspective in the delivery of teaching.

130 different nationalities in the students. So, you have already, just the rubbing shoulders, sometimes perhaps not as much as you would want, but, you have the opportunity as you walk across campus. I have the opportunity to talk to the beginning of the semester whe I do a talk. These are people who have chosen to come to study in a place which is going to be a living experiment in how you can work across cultural boundaries, across national boundaries.

Erm, I think we have some research, a base, which is in Learning and Teaching and in internationalisation. We have a very very strong group which is in the business school, who are doing work in diversity.

We have work within Languages and Social Sciences, and within [redacted].

We have a network of international partners which are both study and are company based, so, for a tiny little university in the middle of the second city, which is very much grounded in its localism, we are actually, ironically, we are local, and we are international, more than we are national.

40% of our students who come from the West Midlands, which is a very diverse population anyway, and they have their own connections to local to international. It is a fascinating case study.

Erm, some of the work that I am doing currently around a research grant that I have got is indicating that young people sometimes, they are relating most to their local locality and then to the international.

DD: Do you think that some students select MB University because of the diversity?

SMT: I think that some students don't select us because of our diversity. Erm, we don't notice it, because it has become normal for us...

DD: Do you have any evidence to back that up?

SMT: Erm well, I'm not sure whether or not it actually says it in the erm, we do it in the decliners survey, so it might be worth asking the registry office.

We walk across campus and we just don't notice it, and then you go to other campuses and you don't see that mix. And that is why some of us choose to stay here, because you can be yourself, whoever you are, whether you are staff or student.

Erm, I think that we are remarkably international, but maybe, I think a lot of international students choose to come here because they want a diverse population. You go to some places and they are all Chinese. We have a diversity strategy, so we try not to take too many from any one place. We could fill our books today if we just opened it up to Chinese students.

Why do people come here? People come here for 2 main reasons. People come here because of our reputation...

DD: Ok, I am sorry to interrupt you again, but when you refer to reputation, do you mean MB University's reputation, or do you mean MB University's reputation as part of the UK HE industry?

SMT: MB University's reputation. And they come having seen our reputation, having seen us in the rankings, so the reputation that we have nationally and internationally. And they come because they have seen our reputation with employability.

DD: Ok. And when you say employability, do you mean international employability?

SMT: Erm, I think it is just any sort of employability. We are pushing to make it international employability. If you look at the international student barometer.

DD: Yes.

SMT: There is, erm, if you look at the reasons of 'why do people choose to come here'... why do international students come here, they come because of our international reputation and employability.

DD: Do you think that in terms of developing the university internationally, that marketing is important?

SMT: I do. But erm, I suppose for me, I suppose, marketing is not 'hollow' PR. It is about getting the messages out, about what we are doing, so, marketing without market research, without erm data and case studies of what we are doing. So I am not one for, 'this is a wonderful place, please come here'. I'm more for 'this is their story'. So, it is about having something, I think, you can only market something when you have something that you can market. It used to be, when I first started here, you know, I have been here for a long time, it has been 30 years... We used to be very good. But, no one knew about us. So that is why we actually started trying to get our story out there. When we used to say who we are, they used to ask us where we were... they do that less now. So, I think that marketing is important, but I think less for its own sake. For getting the story out.

DD: Do we have an actual marketing strategy?

SMT: An international marketing strategy?

DD: Yes.

SMT: We do have an international marketing strategy, erm, but going back to your previous, that has generally been ran from the international office, and it has generally been recruitment focused. We are now widening it out to research and partnership, and that is one of the things that we are doing a bit of re-organising in, in our internationalisation activities, to draw marketing in, much more.

DD: Ok, I will move on to the student side of things. I will start off with a very general question again... How do you interpret the term 'international student?'

SMT: Right, well, I'll give the glib answer, and then I will give the answer that I want to give. There is a definition of international students here in UK universities, and these students pay international fees in line with their domicile. Increasingly in my work, I have discovered that there is no such thing as an international student. There is no such thing

as a British student, there is no such thing as ... what we have, is that we are all mixed. So, there has been some work done by some people called 'Walikhala and Hinze' at the Institution of Education and they have said that, well, they used story telling theory, and they have said that 'you are your birth, you are your upbringing, you are your life experiences and your education. And actually, if you asked any of us, we have our own international experience, and if you asked an international student... I've just come from a meeting with an international student... so, erm, what he told me was that he had been brought up in Vietnam and somewhere else, and he has studied in Germany, he has studied in Canada, he had lived in so and so, he was international in another sense. He was globally literate. He had got erm 'intercultural capital'. So, what I would like to move towards with the term international student, is the international and the intercultural capital. That you are able to operate across boundaries. But of course, there is also this, an international ... I used to do some work where I would separate the international students' needs from the home students' needs. I would separate their needs from the home students. But actually, it is all, everyone has their learning needs.

DD: When you mention intercultural capital, what does that term encompass for you?

SMT: Well, I suppose it is a bit like a sort of development of Bourdieu's social capital. Erm, do you remember Jade Goody?

DD: Yes.

SMT: God rest her soul. Now, she was on Big Brother, and in Big Brother, she said some things that seemed racist. She said them, not because she was racist, but because she didn't have the cultural capital to understand that situation. And there are a lot of people in that situation. Particularly in the UK where people might not have studied another language, where you haven't studied abroad, who haven't erm, got a sense of otherness, and erm, so, I think cultural capital, social capital, intercultural capital is about the experience, is about the knowledge, the self-awareness, the awareness of others that you build on.

DD: And are these things that you associate with Global Citizenship?

SMT: I think so, I think that is part of it. Global Citizenship, it is like having the entrepreneurial mindset. It is like having a global mindset. So your mindset is not erm, is not just from one dimension. So it is not just about... We can teach our students is to be able to see things from more than one dimension. If we are able to do so, then we have succeeded.

DD: And this capital, this intercultural capital that you are referring to, do you think that this has value within the world of education only, or, are we trying to develop our students, and this form of capital, for the employment world?

I mean, does the capital transfer?

SMT: For both. I mean, I think it is.

So, I used to give a lecture in the first year where I would talk about reflective learning and investing in yourself. So, why do you have to do it while at university? Because, higher level skills that we are developing at university are about thinking, analysing and about being creative, being entrepreneurial. All those sorts of things. These are higher level

skills. And you need those, that is what ‘graduateness’ is. It is about moving you from a technical, maybe one dimensional way of thinking, to a multi-dimensional, more strategic way of thinking. A more intentional way of thinking in terms of psycho ... So this is about, erm, awareness of yourself, about awareness of others and awareness of your relationship with others, and your understanding of others. Now that is very important, I think it is important when you are doing your degree, and even more important afterwards. So, your employability and your role in society and your role in the world...

DD: Does this correlate with the term ‘Global Outlook?’ - Which is repeated within the strategy several times? And within the website several times.

SMT: Yes. In fact, we could take it even further than the global outlook. The term ‘Global Outlook’ in itself, is quite passive. It is about... it is a global responsibility. It is a global understanding of your role in the world. If Higher Education doesn’t teach you about your role, in relation to other people, in relation to other things, to other concepts, then, it has failed.

And so, in these terms, what I am saying is that all of this capital, this cultural capital that we are giving people, it is both about the individual, it is about the individual within society. That is why the OECD very strongly says that if you go to university, you’re healthier, withi aging, you go to the doctor less, you’re wealthier, because you are likelier to understand what you need to do, you’re happier, because you can intentionally do something about your situation. You engage more, you are more likelier to vote, you are less likely to be obese, you are more likely to engage in your child’s education. So, I think sometimes at MB University, we are a bit narrow about; you come here, and it is about employability. But it is not just about you as an individual. It is about you as an individual in the society.

DD: And do you think, because I am looking quite a lot at Global Citizenship and intercultural capital. I am moving on to symbolic capital, because I think that is what it all comes together as...

SMT: Hmmm.

DD: Do you think that it is the university’s duty to develop these skills at curriculum level? Or do you think that these are additional things that should be developed during extra-curricular activities? And if so, should these be embedded into the curriculum?

SMT: Erm, I think that we should do all of that. I think that it should be in the curriculum that it should be out of the curriculum. It should be for staff as well. Just as students, we pick up these skills in different ways. But I do think, well, I don’t think that we should have stand-alone modules. It should be embedded in other things. Otherwise, students will start to think ‘this is what I do on a Monday, this is what I do on a Tuesday’. Erm, I think we need to integrate more, these experiences into the curriculum. So that is why, I think that it is so important. We don’t integrate it enough at the moment, so some of the work that we do next year, so, you come back from placement, and what do you do with it when you get back? And in the first year, we don’t start early enough at preparing them to build themselves up in the skills that they need. Erm...

DD: If this is specifically about intercultural competences, Global Citizenship, and embedding them at curriculum level, how do you suggest we assess these things? Or actually, should they be assessed?

SMT: Well, in an ideal world, what I would do, is I would have a whole lot of modules, and then I would have assessments that crossed modules, erm, but, we seem to live in a very structured world, so anything that would sort of encourage people to connect. So, when I have assessed intercultural work, I've assessed it in group work, and I have put ability to manage the group as very high up in the learning outcomes. I have also assessed it in reflections. I have assessed it in reflective journals. I don't know how I ever managed it. I had 250 students, international students, doing reflective journals every week, and I was giving feedback on it through blackboard, through the grade centre. And I was seeing them acquire that social capital, that cultural capital in front of my eyes. I'm not sure how I coped. It was just a bit too much. And so another year, I just assessed them through one slide. They just did me one power point slide, about their reflection. So, I have assessed it in a number of ways.

One tends to, well, in my view, you have to reflect, you have to do it in a way that gets to deep learning.

This is culture. You don't learn culture in formal ways.

You probably know about the work that I do in arts based practice. I do that because that is deep learning and it shakes them up. You have to be, with these things, you have to be innovative.

There is also the role of language. So here, we offer free language to all of our first year students.

DD: Does that include international students?

SMT: They get English lessons.

And that is another form of capital. Speaking another language, understanding another language, gives you extra capital.

I am a mono-linguist, and so I learned, I went with the students to learn Mandarin. In the two years that I learned Mandarin, I learned more about intercultural communication, than I ever have. My intercultural capital doubled, tripled. It was amazing what I learned.

Erm, so you have got to, it is about immersion and less traditional ways of teaching and assessment.

I am sorry, I have got you off the track completely haven't I?

DD: No, I think that the general discussion has covered most of the topics that I wanted to cover.

SMT: Can I mention something else?

DD: Of course.

SMT: We have concentrated on students. What we have also tried to do is think about how have we tried to help staff to help students acquire inter, erm, global citizenship skills and capital. We have tried on the PG Cert to do similar things. That has worked quite well. Erm, so, my feeling is that probably, I have written a chapter in a book, that with these

sorts of things, it is probably better to train the staff of the students. If you just train the students, it is one pebble in the pond. If you train them all, they will all develop it and it will be in all of their modules. So, I do think that staff, that we should do more concentrating on staff.

DD: I observed a module last year. A postgraduate module. And I got to know some of the students quite well.

I conducted a focus group with some of the students. I have also done some reading, and I genuinely believe that we should embed Global Citizenship into the curriculum. But the students, they were postgraduate students, from various countries, and they told me that they already considered themselves Global Citizens. Not all of them, but some of them couldn't understand the purpose of the, of focussing on these skills at curriculum, as they believed they already possessed them. So, a couple of them objected to it being in the curriculum... or they said 'we do this anyway, outside with our friends.' They couldn't see the value. - They used the term value, which I thought was interesting as well.

SMT: Hmmmm. Erm, I can see that, and this goes back to Herzfeldt's research. That these people who you have interviewed, they had a lot of intercultural capital, compared with some of our home grown students. And also, I've interviewed similar students, who have came here for a UK centric education.

But that's, I think, what I'm trying to do is go beyond that. This is an even deeper skill. This is self-awareness, this is cultural awareness, this is ability to really think. Emotional intelligence.

Erm, I suppose it is what I would regard as being the absolute ultimate, erm, in good teaching. So, we are just concentrating on intercultural skills, it could be in any other. It could be about how we develop learning. I bet there is lots of research in your phd about learning theory.

DD: There will be, erm, like I said, it started off about intercultural communication, now I am looking at Global Citizenship, at self-awareness, but also, at how the university is marketing these things, because I think that students want to be able to demonstrate that they have such skills to their future employer.

SMT: Yes, and yet, as you have found, when it actually comes to it, they don't want to do it.

I did a module in the first year when I would say to them, 'this is a really crazy module and I'm going to get you to do really crazy things, and some of you will hate this.' I was trying to explain to them that it is and why it is important. In fact, I bought someone in from outside to do that for me, so that they could listen to them. But it is a real problem, in that universities are now businesses and that they are having to use this marketing speak... and that the students are customers...

DD: Is that how you think MB University views the students? Or is that how the university simply has to operate?

SMT: No, no I don't think that we think they are customers any more than any other place necessarily. But, it is really difficult, because you fight hard to get them, it is competitive to get them, and they are putting more and more of their own money into it, so they have got

high expectations, and then you are saying to them ‘you are not buying something’ we say to them ‘forget all that we have said about ‘this is a wonderful place, come here’... what we are doing, is letting them know ‘you are buying an opportunity to improve yourself. You are the product, not the customer.’

I’ve got a slide that I put up, I got it from *Harvard?*

It is really difficult.

Sorry, you have got me talking.

DD: I think that is all I really wanted to ask you...

SMT: If it is helpful, I am happy to talk again.

Appendix E

Appendix E

Student interview schedule

Name & nationality

Being a student:

What is your understanding of the term ‘international student?’

Do you consider yourself an international student?

What are your motivations for studying at this level?

(if an international student/or EU)Why did you choose to study in a UK University? (this university in particular?)

Do you think that this post-grad course will benefit you in gaining employment?

Do you think your qualification will be valued overseas?/ do you think it is beneficial that your *MSc* will be from the UK? (in comparison to an *MSc* from your home country? If an international student)

Do you want to work in the UK?

Learning

In addition to subject specific information/knowledge, do you think your modules should prepare you to apply for jobs? (or should this type of information/such skills be a personal choice and provided by the careers service only?)

(Has there been, and if so,) How do you feel about the amount of input provided by the careers service in any of your modules? This module? - have you enjoyed it? Has it been useful?

What is your understanding of the term ‘intercultural communication?’

Do you think it has been necessary to develop skills such as ‘intercultural communication’ and ‘reflective practice’ within your modules? Or are these skills which you think you should develop outside of modules?

How have these skills been developed in your module?

Internationalisation

Do you think that you were provided with sufficient information about the university/course/(UK life if relevant) prior to starting at MB University?

What types of support is available to you as an international student and are you content with this support?

How do you interpret the term ‘culturally diverse?’

Do you consider the university as being culturally diverse?

What types of experiences have you had on your course have you had working in culturally diverse groups? - did you choose these groups yourself or were you put into the groups?

What types of task did you do?

What did you enjoy about working in these groups? - (anything specifically to do with communication)

Did you encounter any difficulties? (anything specifically connected with communication)

Do you have any classroom examples of miscommunication?

Do you think these experiences have been useful? Why/why not?

Internationalisation in teaching

Are there any methods of teaching which you have found complicated/difficult to follow? - e.g. lectures? Workshops? (due to the types of interaction required/difficulty in understanding)

Do you use MB University replay? Why/Why not?

Are the methods of teaching and assessment similar to what you were accustomed to during your past educational experiences? How? Which to you think was more effective/useful/relevant & why?

Do you think that your course is providing you with information about working within the global world rather than just the UK?

Do you think that your course contains globally representative materials or are materials UK specific? e.g. case studies on international companies? International guest speakers?

Any final remarks? Improvements/what could help comprehension in the classroom? Would you like to see more of a particular type of teaching/assessment method?

Appendix F

Appendix F

Student 1 interview transcription

DD: Yes, ok, so, it is definitely recording.

Ok, so thank you for agreeing to do this interview for me Student 1. For the recording, please could you tell me, what is your name please?

STUDENT 1: It is Student 1.

DD: Ok, and where are you from Student 1?

STUDENT 1: I am from Venezuela, in South America.

DD: Ok, so, I would just like to ask you some questions about being a student here and your experiences. So, firstly, how do you interpret, or how do you understand the term 'international student?'

STUDENT 1: Erm, I think an international student is a person whom can be a person whom either their first language is not the same as the one in which he is erm, studying... and as well, it could also be a person who is going to erm, to a different, yeah, erm, to a different country as well.

So, or, either you can actually fulfill one, or both criterias.

DD: Alright, so, by that, you mean, for example, somebody from say, America, who speaks English, can still be an international student?

STUDENT 1: Yeah, definitely, cos erm, they are going erm, abroad to erm, study, to a different country, so they will be an international student.

DD: Alright, erm, thank you, so erm, you definitely consider yourself an international student then...

STUDENT 1: (laughs) - yes, I definitely fulfill both characteristics.

DD: Why did you decide to do an MSc?

STUDENT 1: Why I considered a Masters?

DD: Yes.

STUDENT 1: The reason for which I decided to do it is because I was almost in my, I was about to be two years working in a multi-national company, back in Venezuela, when I decided it was time for me to carry on with my studies, if I want to be ahead. If I want to be ahead of other candidates. And, if I want to be ahead and get a job in an international setting, then erm, I will have to get another certification that will allow me to get there.

DD: Ok.

STUDENT 1: So, it was also, it was the right time for me, and I, I, I, I think that it will allow me to get a job.

DD: Ok, so definitely for career reasons then?

STUDENT 1: Yes.

DD: Ok, so next question then. So, why did you decide to study in the UK?

STUDENT 1: Well, I decided to study in the UK because, well, firstly, because of the language. I already knew English, but, I really wanted to develop my skills, my language skills. So, I said to myself 'ok, well, it has to be in an international setting where I have to speak English.' And, at the same time, if I compare it with the US, erm, with the UK, well, ok, I thought the UK would give me more opportunities, as I think its education is more, erm, internationally recognised, and also, the fact that it is in Europe also. This kind of influenced my decision.

DD: So, you think that a degree, or a post-graduate degree from the UK is more recognised across the world? Or specifically across Europe?

STUDENT 1: Erm, I think across the globe. I think before my er, my er, the goals that I want to achieve in life, I think that they go more in a European setting, than in the US.

DD: Ok, so that is a personal thing then?

STUDENT 1: Yes, I think it is. Yes. It is a personal thing.

DD: Ok, that's interesting. Erm, so when you say you want to work in Europe... - You do want to work in Europe?

STUDENT 1: Yes, yes I do.

DD: Ok, do you specifically want to work in the UK or other countries?

STUDENT 1: Well, I'm actually open to erm, to different countries. I wouldn't mind, because I'm erm, I'm very young and I'm really open to erm, to work experience in any setting will be a life experience. If it is in the UK, or in Spain, for instance then erm, of course, that will be great, because of course, I am able to speak the language. But, of course, I know I have some kind of limitations, like of course, my visa, or even, my work experience. Erm, some companies might say 'ok, you have too much experience for this erm, for this job. Or, you lack experience for this other job.' So, I might be kind of 'in-between' say, other students. Some students have no experience at all, and other students have a lot, so they could be more qualified for different jobs, than me. As well, they might prefer local, erm, people, than erm, immigrants.

DD: Ok, well, you do have a lot, erm, a lot going for you...

STUDENT 1: Yeah, I hope so...

DD: You do.

Ok, so, next question. So, now we will talk about employability within the lessons that you are following. So, within your modules, do you think that information about working, the working world, how to gain employment... - do you think that that should be provided or included within your modules?

STUDENT 1: Yeah, yes, it should, because erm, I think the teachers, well, they have a lot of networks, and even from past experiences, or even doing part-time jobs, erm, they could be able to inform us more, of how the employment market is, and what will be our opportunities.

I understand that they, they might, shouldn't be involved in that, because also the university offers a careers centre, for support. But, I don't find it really, really useful.

DD: Do you think the careers service should work, like, should work within the modules? Or do you like the fact that it is a separate service? What would you prefer?

STUDENT 1: I would prefer, that erm, instead of having one careers centre, for the centre, that they will have one for each school, because at the end, they are too general...they don't really specify, what are HR jobs, so what are my real opportunities in 'HR?' So, for example, if they had one in my school, then they would be able to involve me better in HR.

They can say also, how to approach them. I can see companies can, erm, can erm, can work with them. Say for example, they could say that 'we need erm, graduates' or erm, 'a person with this profile... do you have students who would relate?'

If we can actually link both, then that would be really helpful.

DD: Alright the, so, ideally, you would like the careers service to have specialists? So rather than just the business school, specifically for your course?

STUDENT 1: No, no, it could be for the whole business school, but instead of having, say a careers centre which is for the entire university, one that focuses on business. Another one on engineering, say. Cos within BM (Business Management) there are so many students, so erm…

DD: Ok. Has there been any input from the careers service in the modules that you are following, or, have you always independently contacted the careers service?

STUDENT 1: Well, my experience has shown me that my school doesn't really involve with the careers centre. That they work as two different entities. So, if you actually want to find your way across, you have to do so yourself.

So, my experience was that I contacted the careers service, I had a meeting, I went to the careers service, I, went to two different presentations from two different companies, that I was interested in, of course, but, at the end, I, er, I didn't really find it realistic, because they encouraged all students to apply, but at the end, I think they really only just prefer students with a VISA. Even though I don't really know the reasons why my application did not go forward, I suppose that it was because I have a working visa.

DD: And who do you think prefers that? Companies or...

STUDENT 1: Companies. Yeah, in general. So, I think the careers centre should erm, should erm, should maybe advise you, more on them. Instead of encouraging you. I think they should not really set unrealistic expectations to all students... I don't know really.

DD: It's a tricky one really because if they didn't encourage you, then they would...hmmm, it's difficult.

STUDENT 1: It is tricky. I don't know. The thing is that they work with the information that the companies provide them, and if the companies are not really explicit about it, then I might see themselves faced with a discrimination issue. But in the end, you know really why your application didn't go forward. I suppose it is because of that.

I think that the careers centre should be more focused on helping students, for instance, students like me, who don't have the benefit to really work in the UK, to help them to get to the next stage.

DD: Ok, I will move on to a slightly different topic.

What is your understanding of the word 'intercultural communication?'

STUDENT 1: Erm, well, when you say 'intercultural' - I think of diversity. I think of and since I have been here, I think I have had a bigger understanding, er, of how to communicate with other people of different nationalities. And universities, I think they know, how many, the percentage of different students, are the nationalities. And I think, at the end, if they want to work in an international setting, I think they need to know how to communicate with other people from other cultures.

DD: Do you think that your course has helped you develop this skill?

STUDENT 1: Yes. Yes definitely, because we are at the beginning of the course, we are arranged in syndicate groups, which is a group that you have to do an assignment with. And erm, they can be, erm, Chinese, British, erm, people form every nationality, and you don't actually get to choose them. They university chooses them for you. So, erm, I am kind of forced to learn how to interact with them, how to work with them. Even though it has been kind of difficult, I think it has really helped me.

DD: So, what kind of difficulties have you had? Practical things like making arrangements?

STUDENT 1: Or, I think, yes, everything seems, yes, making arrangements, like when to meet, where to meet, erm, priorities, and how to start the meeting, how to develop it, because, at the end, you have to, because, let's say, I have say, a stronger personality than say a Chinese person, then I erm, I end up doing everything, cos, erm, you know, erm, when you ask a Chinese person, you know, erm 'what do you think?' , they, erm, say, they really struggle, to erm, communicate with others because of the culture. They erm, they really, I think it is really difficult for them to erm, to erm, open up to erm, to different people. I don't know about the understanding, but erm, to express themselves, it is really difficult. So, erm, when you are actually in a meeting with erm, three Chinese people, and you have to get a job done, it is sometimes, it erm can be really difficult because, erm, to erm, to get ideas on the erm, on the table. It is difficult. And, erm, to erm, to have like, erm, open discussions.

DD: So, erm, have you developed different strategies to erm, to deal with this? Or did you do the work yourself?

STUDENT 1: Mmm, well, erm, last term, I ended up doing the work by myself, because, erm, I just couldn't communicate with them. Even though I tried, but I think that the situation that we were in, because we had a deadline, and besides that deadline, we had seven other assignments, so, we didn't really have time to, to really meet, to get to know each other, ok, to know, 'ok, so, how am I going to deal with you...how am I going to learn from you...'

We didn't really develop, like, a scenario where we were able to communicate properly, so, at the end, I ended up doing it by myself, and I didn't really learn how to, how to communicate with them.

And now, I have a different syndicate group.

DD: Ok, so, they changed it?

STUDENT 1: Yes, they changed it. Yeah, they changed it. And, erm, I don't know, because I still haven't worked with them, so, erm, for instance, erm, yesterday, we had a meeting, and erm, if I have a meeting, and if I say that I am going to be there, at a time and a place, erm, I will be there. And, erm, a Chinese boy, erm, one of the guys, well, he didn't go. He didn't even say he wasn't going. He didn't excuse himself afterwards. So for me, that kind of says something. But, at the end, how do I tell him? 'Look, you shouldn't do this, or you shouldn't do that?' ... Yes, it's difficult.

DD: Difficult.

STUDENT 1: It's very difficult. It's very difficult, yes.

DD: The other students were present then?

STUDENT 1: Yes. They were, but erm, hmmm. But, I felt... They were, but I felt that at the same time, they weren't...because, when you ask, 'ok, so what do you think? Do you have any ideas?' I mean 'Do you agree, do you disagree?' - Something, because I think they don't really bring anything to the table. They are kind of waiting that the rest of us do the work. And when you ask them, they just say 'erm, erm erm'... - So, it's kind of difficult to get them to be really involved in the task.

DD: What about when you are being taught? Do you think... is it easier for you to understand everything? I mean the communication, the language, the teaching methods...is it easy to follow?

STUDENT 1: Do you mean the lectures?

DD: Yes.

STUDENT 1: Yes, erm, it's kind of the things, because I feel that, it is just fine. I don't really have problems understanding the teachers, erm, and communicate with them, and have good relationships, but then, at the end, my marks did not reflect that, and I think that it is because I am lacking the writing skills. The English Language writing skills, so that is not really allowing me to get there. But, I feel like I communicate just fine. I understand

100%. Even British people will ask me how to do a task. How to do an assignment. And at the end, they get higher marks than me. That kind of says something.

DD: So, you say that you can follow the lectures, that you understand everything, do you you like it when lectures last, let's say, 2 hours? Are they easy to follow? Is it easy to concentrate? Or do you prefer it when sessions are interactive? When there are lots of activities?

STUDENT 1: Well, for me, I get really really tired. Because lectures, sessions can last three hours. We have just, let's say, just five minutes or a ten minute break, and it is just, well, I think that it is the case that it has been scientifically proven that no one can pay attention for two straight hours. You know? Erm, people pay attention for twenty minutes, and to receive a two hour lecture after another two hour lecture in the same day, well, it is just really exhausting. When you get there, to the second lecture, you are already fed up. There is no way that you can pay attention. So, I find it, I think that the university should kind of really evaluate the approach they are taking. Because if they want us to really, erm, to engage with the lectures, then they should know this.

DD: Do you prefer shorter sessions? Or...

STUDENT 1: Yes.

DD: Or do you prefer more interactive?

STUDENT 1: I think, erm, it could be a mix. Erm, you can actually...because a the end, erm, you need to be taught about the theories, and the teacher needs to do that during the lectures, but this can also be complimented with the interaction, like erm, open discussions, like activities, like exercises or something like that. It doesn't have to be a formal three hour lecture.

DD: And do you think that interaction is missing at present?

STUDENT 1: Some teachers do it. But at the end, erm, the extent to which I engage with it depends on how attractive a subject is to me. How interested am I, or, how tired I am, or not. So if we have open discussions, so, let's do it, let's do this exercise, they kind of, like, they give you a better approach. But, if again, if you are tired, it could be like three hours, it could be too much and too difficult to engage with it.

DD: And have, has MB University Replay helped you then?

STUDENT 1: Yes. Yes, erm, I, erm, for instance, say for instance, you are not able to listen for a full three hour lecture, then, you might skip a bit, or you might not get a word, or two, or what the teacher says, or maybe it was because it was a very strong accent, or maybe it was because of a word. Or maybe it was just because I just didn't understand, I might need to listen to it again. So, some teachers think that if they record the lecture, then some students won't go to the actual lecture, because it is recorded, so they think 'ok, I don't need to go', but the teachers always emphasise, 'ok, don't rely on MB University Replay, because it might not work, or whatever.' And I think that for me, I need to go back to MB University replay, especially when I am preparing for exams, well, it was really really helpful... And, ok, let me refresh this, or let's see what happened, say, seven weeks ago... you know?

DD: nod. And, it was interesting that you said that sometimes you don't understand the teacher. I guess you have teachers from all over the world.

STUDENT 1: Yeah, yes.

DD: How about their communication? You don't need to say any names or anything like that, but is it sometimes difficult to understand different accents?

STUDENT 1: Oh yes. Once, erm, we had a lecture, with a, a teacher from India, and it was a really really difficult, erm, accent. So, when I was revising for the exam, I had to listen to it at least twice to really catch every word of what he was saying. But at the end, I understood it just fine.

So, if it is a British, or an America, I understand, but sometimes, I couldn't get a word or two, because it's not actually the words that you would use in your everyday life. Or, if I just stop listening.

DD: Ok, so, there are lots of challenges.
Do you think that you were provided with enough information about life as a student in the UK before you came to the UK?

STUDENT 1: Well, life as a student, well, I think it involves many things. So many things. Erm.

DD: Or specifically about your course. Were you provided with enough information about your course here?

STUDENT 1: I think they were too general about the information about the course. Because, even, let's say the timetable. You didn't know your timetable until a week before you came. So erm, erm, they didn't really erm, explain. Erm, not really explain, erm. I never really thought that it was going to be this hard. Because I thought we would have, say, two days lectures, and lots of days free. And yet again, I'm in the library, every single day, so, erm, I think I didn't expect it would be this hard. Erm, but when they provided erm, information which I think is just about enough, the modules, content, the objectives and the erm, the readings, and that's it. Once you are there, you actually realise, what it is going to be about.

DD: And then, do you think that there is support in place here, for you here? - As a student in general? And specifically as an international student?

STUDENT 1: Yeah, erm, I think that the university is wide awake, and well aware that they have to develop, let's say, the HUB, erm, the Learning Development Centre. I think they, they, they, they have the tools to support us in every situation that we need. But then at the end, I don't think the lecturers don't really engage much with the students.

DD: Outside the lectures?

STUDENT 1: Even during the lectures. Erm, because when you approach them, they realise, they erm, or maybe, even when they are marking, erm, erm, erm, they kind of know they have, erm, 90% of students from different cultures, then again, the British get the highest marks. They should kind of know that, ok, this is kind of a 'people's language' rather than a first language, so how are we going to balance this out.

DD: I see. So, you think that the reason for lower marks with some students is because of difficulties, simply due to difficulties with language?

STUDENT 1: No, no. No, no no. I think that universities, maybe they just don't realise that most of us are international students and that we might not have the same skills as others. And as well, different learning styles. But, at the end, universities are providing us with, let's say, you guys in the Learning Development Centre, that you can go to it, if you feel like you have a shortage of skills.

DD: Does that mean, would you like, do you think that the way that you are taught and assessed should change to suit, to represent... do you know what I mean? To represent different people? Reflect what people from different countries are used to?

STUDENT 1: Nods.

DD: Do you think that it should be more representative, rather than...

STUDENT 1: Yes, I think that it should be more representative.

DD: How were you assessed? What kinds of assessment were you used to? Before you studied here? What kind of assessments were you used to? Exams? Or...

STUDENT 1: Erm, yeah, I was more about exams...and erm, lets... I think one of the things this also effects is, kind of, the way they plan assessments? So, let's say, you have to hand in let's say, seven assignments on the same day, that's just really really difficult. You write seven assignments at the same time. Whereas, if you did one in week five, another one in week six, another one in week seven, that kind of, well, it really opens up your erm. I mean, I am sure you will be able to do a better job. I mean, you will not struggle as much.

So you won't have to think, 'Ok, so, I have to hand in seven assignments in one day.' And then, at the same time, have another exam the day after. I mean, where is the balance?

So, I think, maybe the assessment approach is not right.

But then again, maybe that is just my experience. Some people might be just fine with it.

DD: No, if that is what you think. I hadn't thought of it like that.

So, you would rather it was the times, rather than the way in which you are assessed that is changed?

STUDENT 1: Yes. I think the way that we are assessed is just fine. But it is just, just the pressure.

DD: Ok. Ok. (Looking though notes) - You have already told me that you think this setting is culturally diverse...

STUDENT 1: Yes.

DD: Ok...

STUDENT 1: Please don't leave anything out.

DD: Ok...I think, I'm quite interested with your experiences with language. Do you, do you find it easy to write assignments? Because I've met you before, I've worked with you before and seen your writing before. What do you find difficult about writing assignments?

STUDENT 1: Erm, well, when I have to write an assignment, well, I first say, well 'do I understand the topic?' and, you know 'do I really need to start writing?'... Then when I sit there, let's say, in front of the computer, then I say 'do I really need to start writing?' and then I think 'how, how do I begin?'

This is my, kind of my most difficult thing. But, erm, once you actually begin, you will actually start writing, it is actually, it is easier.

Erm, one of my weaknesses is that I am not critical enough, and I don't, and it is because I, maybe it is because I am not used to writing critical essays, whereas I used to write in exams and descriptive pieces of work.

And also, always, language will always be a barrier. I think. Even though you have a good understanding of language, you will take time to write a sentence, compared to someone whose language is their first language. And, when I finish a paragraph, I can go back to it say a hundred times to check it. And, I'm never really sure... I am going to say 'oh, I'm going to change this' or I'm not really 100% sure of what I have written. Whether or not it is good enough. So, I think that is kind of my problem when writing. I don't really know how to express my ideas the way that the teachers are actually expecting. So, I always wonder, 'ok, so, erm, what do I really need to do to get over 60, to get over 70?' or 'what is it that others are doing that I am not?'

DD: So, do you mean in terms of language? Or do you mean a more general academic thing? Like references, critical thinking? Is it more like that?

STUDENT 1: Yes, it is language and how to link critical analysis and references, because, like, yeah, to what extent is it actually my opinion? Or is it, to what extent am I actually being critical? And what does critical actually mean? And how do I put it into words? That is kind of my, erm, what I find most difficult. How do I put it into words?

DD: These are, there are a few things that you have mentioned there. There are a few things that remind me of things that we mentioned in the last interview... you mentioned that you have done a pre-sessional English course?

STUDENT 1: Oh, yes.

DD: And these skills that you have just mentioned, so, the language, linking to evidence, the critical thinking... are these things that you covered in the pre-sessional course?

STUDENT 1: No, they weren't covered, which was kind of a big disappointment because the university is telling you, you know, 'ok, in order for us to, to, to really enroll in this masters, you have to do a pre-sessional English course.' You know? Then you will expect, 'oh, ok, you know, I'm lacking with the skills that I am going to need in order to succeed in my masters.' Then, ok, so, I am going to do the pre-sessional English course, then, at the

end, the activities that we did, that I did, during eight weeks, didn't really relate at all to what I am doing now. To the skills that are actually needed, needed now.

Erm, we worked on a research project. That's the only benefit really that I was able to get from the course because now, it is easier for me to write my dissertation. I was able to write my proposal, whereas other people who didn't know how to write the proposal. And, erm, that kind of gave me an advantage. But, I feel like, erm, kind of, university, and the English programme that they are offering should be really looked at, because if they know that we are going to be writing seven critical essays in one term, then, ok, 'do these people really know how to write critical essays?' - Then ok, let's teach them how to do it.

DD: So, what did you really do in the pre-sessional course? Was it more language based exercises?

STUDENT 1: Yeah, it was more about language exercises, or, just really general English. Erm, nothing. It was just so, random at times that I just can't even remestudent 1er now.

DD: But it was more language focused than academic?

STUDENT 1: Yes, yes, definitely, definitely. They would call it, erm, writing. They will divide sections, let's say morning, it was about this, then in the afternoon, it was about writing, academic writing they would call it, but I, I er, I never saw anything about that. I mean, if I compare it to now, to the skills that I am in shortage, then I wasn't really taught any of that.

DD: Ok, ok. ... We have went through a lot of these questions ... Ok, I will go back to something that we were talking about... - You mentioned working in syndicate groups, we talked about problems with communication, but, are there any good things about working in these groups? Did anything good come from this group, is there anything that you have enjoyed or that you have learned from these groups?

STUDENT 1: Honestly? Nothing really. Yes, for me, I, erm, I didn't develop any friendships with them, or relationships with them... just focused on work... 'Ok, hello, let's get to work... ok, bye bye, see you next week.' And then, that's it. And I think that is also, maybe, because of this issue. Maybe I don't know how to really communicate with them. So, what am I really learning if I am still not able to really, erm, engage with them?

DD: So, do you think... I think you said before, that you have developed skills...

STUDENT 1: Yeah, I have, I have developed an awareness.

DD: So, it is an awareness that you have developed?

STUDENT 1: Yeah, an awareness. Yeah. Now that we are, that I am able to really think about it, now that I am saying it, yeah, I have developed more of an awareness, because, erm, yeah, ok, at the end, we have to finish a task and really learn how to communicate. So, ok, erm, maybe, ok, it is still in the developing stage... whereas, still, I am not really... aware of what specific things I have to do to communicate with them. But, I know I have to do something. And, I know I have to develop that skill. Maybe, it's more like that.

DD: Ok, so, you are learning then... So, do you think that this experience will help you in the future? Working?

STUDENT 1: Yes.

DD: And do you think that... I know that England isn't your home country, but do you think that you have learned more about communicating with people from your course, or from general like here in England?

STUDENT 1: I think both. Both. Yes, because erm, you learn from everyday experiences, and even though you are chatting with someone, or, I don't know, paying for something in tescos, from the cashier, or even having a syndicate group meeting with people, you are learning. Even here, form the teaching, whilst I am talking, ok, so I am saying, I have erm, making mistakes, you know? I am reflecting on experiences.

DD: Yep.

STUDENT 1: Yeah, yeah. I don't know, for me, I kind of, I learn from everything.

Erm, I remestudent 1er from last week, a Chinese girl, she erm, she asked me, 'oh, is English language your first language?' and I said 'no, I speak Spanish', and she said 'oh, but you speak so good. You know? How do you do it? What is your secret?'... And I was like 'just talk.' You just have to be confident enough, you know, to make mistakes, otherwise, you will never learn.

And, I think she kind of finds it quite impressive. From what I have seen, you know, they are always talking Chinese with each other, so they are not really learning.

DD: Yep.

STUDENT 1: Erm, I don't think they are able to do any learning. I do not think that they are able to develop the same awareness as me.

DD: Ok, and that is what has helped you then? This awareness and confidence to speak?

STUDENT 1: Yes.

DD: Ok, erm. I won't keep you much longer...

STUDENT 1: It's ok. Don't worry. Don't leave anything behind.

DD: Ok, what shall I ask... Ok, is there any... - sorry, back to teaching... Is there anything that you have found difficult to follow? Is it just the length of lectures, or the style?

STUDENT 1: It's just the length.

The style is just fine, because at the end, not every teacher will be the same as others. Erm, let's say our teacher, she is more a kind of, an active, a kind of enthusiastic person who delivers her lectures in a really enthusiastic way. So, erm, ok, so I like this style... And then I have another, who, erm, you know, who rushes to kind of explain the slide in minutes, and not really say anything, and you feel like he is so rushed to finish that I wasn't even able to engage in what he was saying... And then I have lecturers who just stand there with their arms crossed and just, some will say they 'or say 50 years ago... ok, blah blah blah...' -Ok, so 'what am I going to do with this information?'

mmm. You know? So, it is something... oh, yes, it is the length, erm, and the style of the lecturer as well. It is the module as well, if I find the module interesting or not.

DD: Do you think then, I think from what you have said, for them to make it interesting, or, more relevant to you? They need to make it relevant?

STUDENT 1: I think, yes. Yes, I have to find it relevant as well. Otherwise I will not remember it.

DD: And when you say relevant, do you mean more so, how this will relate to your work? Your future?

STUDENT 1: Yes, definitely. Whereas if it is all about theories, you know, like where it was discovered, about fifty years ago, and how it all began... I understand that you have to have an understanding of where it all began, or where it all came from, but at the end, you know, I think, ok, how in the long run will that help me? In my day to day and my work experiences?

DD: And that is something that you think about with all your modules then? You are very much aware of how things will help?

STUDENT 1: Yes, yeah, yes. I am very much aware of that because erm, I have come from a work experience, erm, previous, previous work experience, so I know, erm, how is day to day life, the job. So I know, ok, well, erm, how would I be able to develop this in the future role. That is what I am always thinking about. How will I put it in practice? How would I be able to put it to practice?

DD: Ok, and your work experience has helped you with that?

STUDENT 1: Definitely. Maybe when a teacher gives us something that I have done already, that I have experience, then, I find it so easy. And then I say, ok, so, I did that. Or, I didn't do that, or, ok, you know, I did that, but I should have done it a little bit more.

Sometimes I think, erm, because in my culture, you think that first, you graduate, then you get some work experience, then you do your Masters, and I find it here that some people over here, erm, they do their masters right away, straight from undergraduate. And, they don't even know what HR is really about?

DD: Yep.

STUDENT 1: So, I don't really know, erm, what is the purpose of it, if you don't really know what it is that you like about HR then? So, if they have it as two different, erm, education levels, to, erm, to really consider, erm, at what stage of your life are you going to do it. Because, at the end, there are different educational levels.

DD: Masters and…

STUDENT 1: Yeah, and undergraduate, let's say. So, erm, when I talk to some friends, who have just finished their undergraduate, they say, or they think 'no, I did this already in my undergraduate', or 'it is kind of the same.' Erm, they don't really get to see the benefit or the difference between one and another.

DD: Ok, and you think that work experience is essential?

STUDENT 1: Yes, yes.

DD: Alright. Is there... are there any similarities between how you are being taught and examined here and as to how you were being taught in Venezuela?

STUDENT 1: Mmm. It is completely different.

DD: What did you like about the way you were taught in Venezuela?

STUDENT 1: Mmm. Well, I think it's... hmmm. Let me think...

I think that I mentioned before, I think the assessment criteria is completely different. At the same time, they teach you, they also want you to use theories that I never used when I was working, and I think it was more theoretical than about practice. And I think my master's has been about practicing. When you are writing assignments, they are more about, erm, they are more about, er, they are, er, they are more about putting your knowledge in practice, than theory. So, I think they are really, really different. As well as the context of course. But I always thought it was related to the Venezuelan context, as well as to here, and the UK context. Ok, so let's say I had employment law in Venezuela, then ok, yeah, the employment law in the UK is going to be completely different. But at the same time, they are trying to teach the same, mmm, what you are really going to put into practice.

There are kind of, similarities and, you know, differences.

DD: Ok, so, in terms of the modules there, do you think there might be different modules there that apply to different things?

STUDENT 1: Yeah. And I think the, er, the depth, of them? They are also different. Maybe, I think in my undergraduate, they were more, erm, superficial. Now erm, I find that you are really going in depth.

DD: Ok. And what about how you were taught? Were you taught in huge groups? Were you in big lecture theatres or ...

STUDENT 1: No, erm, the facilities here are amazing. We don't have this. We could have a classroom, this big, and we don't have... erm, we have desks, but like, individual desks. So, you are sat individually. And, erm, the lecturer, they just have, a, erm, a board. And, erm, we don't have, erm, this amount of technology really. And erm, I think, erm, yep, that enables the teacher to lecture differently.

DD: Was there much group work that you used to do?

STUDENT 1: Yes, erm, there was group works, yes. We did a lot of group work. But, erm, it could be in pairs. It could be large or small groups, but, they were more descriptive types of work, rather than analytical. Now that I compare with the type of work that I am doing, I am able to erm, make the difference. But, before, I find it just fine.

DD: But this could be the post-grad and undergrad difference.

STUDENT 1: Yes, erm, of course, erm, that is why they are two different levels. Well, for me.

DD: Ok, erm, do you think that the, erm, the modules that you are taught now, do you think they include information to prepare you to work internationally, or is it very UK specific?

STUDENT 1: Mmmm, I think that besides employment law, I think that it is, erm, broad enough. Erm, because, let's say I have a module about leadership, or strategy, I mean, you are going to use that ability anywhere in the world. And, you may need it, anywhere you want. But, employment law in the UK, yes, it is related only to employment law in the UK setting.

DD: Ok, and my final question for you is... in your dream university, or, if you could change anything about the way things are being delivered to you, in terms of anything; teaching, support, anything, what kind of things would you change to make it better?

STUDENT 1: I think I previously said, erm, I think it is more about the culture. Teachers should be more sensitive when it comes about, to, dealing with students, because erm, we are at the same time international students with different cultures, so, if at the same time, er, erm... yeah, I think like the same... like how to communicate with us, as well, cos there are moments in which erm, I approach, erm a lecturer, and he just, he just has such a barrier before him. I don't know, or maybe it is just something British? Or if it is just his personality? Or, it's... I don't know... Sometimes I find it can be very, it can be more of a, a more closer approach between lecturers and students. It is such a, a formal setting... I don't know how to say it...

DD: Ok. I think we said something more like a 'community feeling?'

STUDENT 1: Yeah.

DD: And what you have just said makes me think of something which you mentioned earlier, how you yourself have developed this awareness... is that what you think teachers...

STUDENT 1: Teachers should do? Yeah, yeah, yes, definitely.

DD: And with this awareness, it's to understand, but, I guess...

STUDENT 1: To understand that they are dealing with different cultures, with different people, with different learning styles, with, I mean, everything is different. Mmm, the way they approach us, the way we approach them, and they see, 'ok, is this a student that is really struggling? So, ok, how can I do to really help him?' - Not actually, I'm not telling you to give me the answer, to do the work. I'm just, I mean, as a guide. Cos, if I am approaching you, that's just because I need a guidance. I'm not asking you for the answer. I'm telling you that I need guidance, because I didn't understand something. I don't know what they... Sometimes, they don't really explain what they expect from you.

DD: Ok.

STUDENT 1: And that is really really important.

DD: So, clearer guidelines, and... So I think, do you mean something in how they interact with you? Do you think that there is some kind of barrier? And if so, do you link the barrier with being British? As part of the British culture?

STUDENT 1: Yeah, yeah. Because I have seen it, you know? Every day, in every day experiences with different people, besides teachers. So, sometimes, it is really difficult to approach a British person, its cultural.

DD: Ok.

STUDENT 1: Ok... I don't know if I am explaining myself...

DD: No, no, I think I understand what you mean. Yes, the culture. Some people say that British people are reserved and that might...

STUDENT 1: Yes, and compared to a South American person, I mean, we are so open, and so friendly, and so ... It's difficult.

DD: Different cultures.

STUDENT 1: It is a contrast. A big one.

DD: Ok. I will stop it there. Thank you ever so much for time.

STUDENT 1: Thank you Debbie. It is fine. Fine.

Appendix G

Appendix G

Focus group transcript

DD: Ok, so we are recording. Right. For the purposes of the interview, I'm Debbie and I'm speaking to student A, and I would just like to ask you a few questions about what you expected... what did you expect in terms of teaching before you came to the UK?

Student A: Erm, I think I thought it would be a little bit similar to my undergrad, so, a lot of the courses that I had, there would be seventy or more people, so it was more that the teacher was speaking to us, in a way, in a lot of the lectures. And, we would have more time for feedback and to ask questions. But a lot of the time, the teacher would just teach for the hour and a half or for the two hours and you could go to them during their office hours to get clarification or to ask questions, or to ask them for help. So, for the most part, I thought that it would be like that. I thought that it would be something more similar where we would just be taught and that we would have the opportunity to go and ask questions in case we needed any help.

DD: So you felt comfortable and confident asking teachers questions during sessions as well?

Student A: Yes, definitely.

DD: Was there much group work?

Student A: Erm, there was a lot of group work, for each of our courses. For the last two years, I was doing business administration and each module within that had a group component.

DD: Gosh, so you expected the same when you came here?

Student A: Yes, I did. It was all done outside of the classroom, so we would just have a task that we would do outside of the class, and I kind of just expected the same thing here.

DD: Do you enjoy that kind of work?

Student A: Erm, yes, I guess, to some extent. The problem I guess can be, when you have four or five different classes, or modules, and each person has different teams. I think it can be a kind of challenge, to manage the scheduling, so I think that though it is to do with the work, even just the meeting can sometimes be a challenge, so it can be hard.

DD: And do you see the purpose? Do you think that that type of studying is useful?

Student A: Well, it's difficult to say, because I have been in a working environment. I have... I worked for six years prior to coming to university, so, although you do work in groups, at least they knew what they were doing. And probably a lot of them ended up going into the same fields and were from the same course as me in their undergrad... Probably, we didn't really work as much in teams. It was more like as an individual. You worked as an individual to achieve a common goal. But it is not like you work directly with your peers or with your co-workers or with your supervisor in order to achieve something. So, I guess in some contexts, it was possible to achieve something, like if you were doing project management, or something like that.

Erm, I think that it is not relevant in every single industry. Group work is not as relevant, so I think that it may have been a little bit of an overload to do it in every single course, but I did like it and I do see the benefit of it, of some group assignments.

DD: And what about here, do you think that there is more or less group work?

Student A: There is definitely less group work.

DD: And do you prefer that then?

Student A: Yeah, erm, I kind of like the mix of having individual and group course work. It's nice. And I can also say that there are not too many grouping priorities and so you can fix your schedule. So, it's nice to kind of have a week on your own, so that you feel as though you have achieved something individually, and then altogether.

DD: Oh, wow, we have another person - oh, 2, 3, 4 people now joining the group.
Hi, thank you for coming. We are just talking about group work and working in groups -if you have got a few minutes.

Student D: Is this a group interview?

DD: Yes, it is a focus group, and it is very in formal, it is really a form of discussion or chat.

Student D: I didn't think anyone was going to turn up!

DD: I didn't either if I am honest with you.

Whole group laughs.

Student D: I felt sorry for you!

DD: I thought you might!

More laughter.

DD: We are just talking about what you expected, in terms of teaching before you came to this university.

Did you expect big lectures, or bigger classrooms?

Student C: I think we have been a bit disappointed, last week really. We were expecting a big presentation and I was so used to it before, when everything was scheduled, for like seven groups, and you had a time slot, and you had to be at A here, and then you had to do B here and the people who turned up on time, they got the correct time slot and the others had to wait around for hours...

Student B: Do you mean like what are our opinions of what is going on here, at [redacted], or do you mean in terms of us being able to extract information from the teaching?

DD: I mean in general.

Student B: Oh, in general.

DD: I mean what you expected. Not necessarily [redacted], but in terms of from a university in the UK...

Student C: Ah, ok. Ok.

DD: I mean the UK in general. What kind of teaching did you expect?

Student B: Well, it is completely unstructured here. Well, some of it is unstructured isn't it?

Student C: Yeah.

Student B: There is no demonstrable - does a circular motion with his hands.

Student D: Yeah, in comparison to what I am used to, and what I experienced before, it is a little bit less structured here.

DD: And do you like that? Or not really?

Student B: No

Student D: No.

All students laugh.

DD: And when you say less structured, what do you mean? Do you mean...

Student D: It is kind of thrown together, well, cos I studied in Ireland, and from an Irish perspective, it is not really connected... It's not really demonstrable (motions with hands again). What do I mean? Cos in Ireland, everything is taught through how it is delivered in industry, within the business school. Whereas here it's just kind of thrown together a little bit. So it is just kind of, it is just mixed up.

Student A: Yep, I would agree with that.

Student D: All modules just kind of merge into one. There is a lack of definitive distinction kind of thing.

DD: Between modules?

Student B: Yeah, no, erm, it did seem like that... even at the beginning. I remember there have been so many issues with rooms, and things like that, and then you know it's like, this...

Student B: ... shouldn't happen.

Students C and D in unison: Yes.

Student A: It seems really unusual.

Student B: One of the lecturers didn't turn up because he had been double booked, and it was the very first lecture.

Student C: As we pay a little bit more here, we shouldn't or, we don't really expect it... I mean, it is fine, but... and also, some of the lecturers, they are really like...

Student B: Not good? (laughs)

Student C: No, no no, I think, they treat... I feel like again I am in primary school or something. I mean, for example, I mean yesterday, we had this ethics form. It was so, I mean, I learned that in high school. In my undergraduate, they just expected us to know it, and here, you know, you have to attend this lecture, where they tell you again, you know, that's how to do it... I don't know. And, to be honest with you, everyone was a little annoyed with it. That we had to listen to it. But we have to go there.

DD: Everybody has to go?

Student C: Yes, yes. Everybody. I don't know why it takes so much time for things we already know, or things we...or I mean, I feel I already know.

Student D: When you look at the erm, the [redacted] reputation, it's one of the highest...

Student C: - yes, it's really high.

Student D: It is really high, out of the business schools, it is really top end. And the reality is so different.

Student B: I like it in some respects. I like the group work, really, I like it so much that we are so diverse, that there are so many different people together. That's on the one side, really nice. I mean, they are also sort of pros and cons, but I think that we have to also have to realise the concept then. (laughs).

Student D: I think that the course content, sort of is really good. You know?

Student C: Yeah, yeah.

Student B: It will get you where you want to. But the level, I think all the in-between bits; the administration bits, the way they treat students, is very like, school, teacher, student kind of thing.

DD: Do you all feel this?

Students: A & C: hmmm, yeah & nods.

Student C: May I? (motioning towards some refreshments provided)

DD: Absolutely, yes, go for it.

Ok, I will carry on. So, in terms of being in the classroom, what is it that you like? Do you like breaking off into groups? Do you like being 'talked at?'

Student D: I think that because we are all sort of on a really technical course, it's an MSc, and it's kind of, going to be, you know, the real world are going to expect us, to earn? You know? Cos you get quite high paid. And the real world will expect a lot from us as a result of this course. Whereas if they knew the reality of it, if they could see the things that we have been learning, like the ethic learning essays, and this (this module), for example...

Student C: For example, I didn't like the yesterday's lectures. I think it was useless.

Student D: I think that if the real world knew about it, they would sort of, dis-credit this course.

I don't know about you lot, but I would never ever tell anyone that we had done this sort of course.

Others: No, no no. Laughter.

Student D: Cos, they would, you know, knock £50,000 off your salary.

More laughter.

Student C: It was a lecture in which there was no contribution expected from the audience, from the students. So basically, the guy was talking. And this kind of lecture, when there is no opportunity for participation, it would be interesting, you know, if the lecturer could bring, you know, some theoretical matter, you know? I mean, it can be very intense, it can be ... you can reflect on it at home, or you know, you might have some work to do on it. And it was just related to materials that we had already read. We had already done an assignment on it, so you know, it was, kind of, you know, summarising it. Summarising the same things again.

Student B: Who was it?

Student C: It was someone from the Learning Development Centre.
You didn't go. You weren't there.

Student D: I didn't go. It was a total waste of time.

Student C: But they always say that you have to go. You have to go. It is compulsory. And when you are there, what do you do? You play on your lap-top.

Student B: Yeah, I do. But, I feel I have to tell you that, because you are paying for this course, you don't have to attend anything. They might say it, but it's not true.

Student C: Yeah?

DD: Ah, ok. No, there are some things that you have to attend, that are compulsory, but there are others that you don't. But apparently, from what you are saying here, some parts of this course are being presented, or marketed, some people may feel that they have to attend.

Student C: Yeah, like the way they say it; 'it is very important' or 'it is an essential component' or something. But no, it's not.

Student D: Because I am the course rep.

DD: Ah, ok.

Student D: And I have mentioned this on the committee, which are the optional? And if you opt out, then it is up to you as to how you write, if you plagiarise or what...

Is this being recorded?

DD: Yes, and as I explained earlier during your session, your names will be anonymised and you will be sent my final chapter so if you have any comments, you will have the opportunity to raise concerns.

Group laughter.

DD: Honestly, I assure you, everything will be anonymised.

Really, what I am concerned with is how you are taught. What is it that you like and dislike? How do you feel about all of this reflection that you have to do?

Student B: I really get more value from a lecture when I ask questions. I am the kind of person who talks a lot and asks questions anyway.

Student D: You are very quiet thought aren't you?

Student C: Laughs. It's just that... well, I don't think that it is a cultural thing. I don't think that it is just because I am a French speaker that I really want to participate. And I really don't think that we should be, like kids, be asked to raise our hands to participate - and actually, almost fighting, just for being able to talk. And then, when you go to high school, because people become teenagers, because, then, they are like children because they don't want to say a single word. And actually, at the university, you can actually observe that.

Some people sit, during lectures, at the very back of the room, and do not actually speak - because you are not able to hear, or your voice will not be heard so you are not able to ask questions. So, you can actually see the rows filling, from the back. The very first rows are almost always empty. This is very interesting, and it is what some international students told me when they came to study in France. They could not understand why we all sit at the back and we do not sit at the front. It is because we do not want to speak. So I would say that a lot of people, a lot of students, they do not want to ask questions, they do not want to interact, they do not want to speak. Maybe there is more interaction in the US or something? Er...

Student D: So for some universities you get assessed on participation, - sorry...

Student C: Yeah.

Student D: But some universities, like the University of Sheffield for instance, you have to participate...

Student E: I think it also depends on the size of the room. I mean, if I am in a room with like 200 students, everybody is not like going to ask questions, but in a smaller group,

you... you... expect more interaction. But personally, I like to ask questions, because usually during lectures, it is often the teacher explaining the slides, but then I can just rely on the slides myself, or read the book. So there is not really a lot of 'added-value.' Sometimes they are interesting examples that the lecturer includes, something which I can note or something, but the... otherwise... I can always listen to the lecture and do something else on my computer. For me, I only get value when I find something interesting and I ask questions. That is the only value which I get from the lecture. Otherwise, I could stay at home. And so, for me, the value is only from asking questions. It is the only contribution which lectures have.

Student C: I think that, yeah, you are right. Some modules are designed so that you are kind of self-taught. You can't learn any more from some lectures than you can teach yourself; and that is because of the ways in which the modules are taught.

I know one of the professors actually just puts on like 50 slides, and talks. Do you know what I mean?

Student C: Ah, something about project management.

Student B: Yes.

Laughs.

And then, the reality of it is, is that his slides are so saturated. That erm... and the lectures are so broad, that the exam will be focused on memory techniques, so it is a case of learning and digesting the information.

DD: And that is something that you don't like? That you don't think is useful?

Student D: Completely not. We are here to learn. I am here to learn. I have a business. I want to learn something that I can go and put into practice next week and go out and make some money from it.

Student C: I think it can be useful. I mean, you have to learn somethings, some definitions, some theoretical concepts...

Student A: Yeah, yeah.

Student B: But then I think that ... theoretical content... every module and every course should include some of this.

Student C: Yes.

Student B: But then, I don't like the fact that I am supposed to go to the lecture to actually learn it.

Student C: Hmmm, to learn it.

Student C: Because I will be much more efficient just to stay at home and study the definitions. And then meetings on lectures should only be there for the students to go to in order to ask questions on what they didn't understand, or something.

Student B: Yes, that's true. That's a good point.

Student C: So I will rather, I am ok with the theory, the theoretical content, the definitions, the 'boring' lot of text and everything, but then, I would expect the teacher to say, you know 'ok, read this for next time, learn all of these definitions for next time, and then during the next meeting, I will listen to your questions, I will do some exercises on it. But I will not be explaining the concept again.'

Because, I am an adult, I am able to read, I am able to... yeah.

DD: Do you all feel the same?

Student B: I do.

Others are silent.

Student C: But maybe, it depends on how you learn. Maybe I am good at reading books and learning. Maybe some people like to listen more.

DD: The way you are speaking, it seems as though you feel that lectures are outdated and that you prefer smaller groups to learn in?

Student C: I do.

Student D: There is work in Harvard actually, I think the lectures are actually optional, and you can actually watch them online. Which is kind of similar, due to MB University Replay, except MB University Replay is actually retrospective. Whereas actually in Harvard, Berkley, the bigger universities, you can watch it all online, live. You can watch it on your phone on the train, you can watch it at work, everything. So I would agree, it is quite outdated. But, in the UK, you get paid to attend, or rather, you pay to attend. And that's how they make their money.

You looked perplexed student B.

Student B: No no no. I just erm, I'm not sure how I feel. I mean, yeah, I also prefer for lectures to be more interactive, when people talk more, I feel that this is nice, but then, we always talk about the same things.

DD: I sensed during today's session everybody was quite quiet. Did you all feel the same?

Student B: Yes, because it was the same thing that we covered two weeks ago. But I don't know, I felt as if, I don't know... we have all the time together in a multi-cultural context, and every time it is, well, I think that learn about it. We talk about it with friends, we do it in fact. So, I don't know why we have to have a lecture about it, where we have to talk about it again, because a lot of the times, like we said, when you get out of groups and you talk with your friends about it, and then it's just something you, I don't think that you... I don't think there is a need to have a lecture about it. That I would prefer here would be to have some more...

Student C: Yeah, erm... definitions...

Student B: More focused. More focused.

Student D: More, more, theory, or ...

Student C: I think up here, yes, I would prefer more theory.

Student D: Because I assume the whole idea of this module is to help you guys get a job, I think.

Student B: Yeah, I think maybe the session by careers and employability were more interesting than the session about cultural differences.

Students A, B, & C: Yeah.

Student B: Yes. I thought it was going to be about psychometric testing, interview techniques.

Student C: Yeah, that's what I did. Assessment centres.

Student B: And this is about something that is inherent, environmental, out of the control of the university. So this is not something that can be taught or learned. It is something that is inherent, environmental, it is something that can be taught. For example, if you lived in the middle of the wilderness, I mean, this course, well, it could be good for you, because you have got so many social exposures to be seen. But, well, with living in Europe, well, anywhere in the world probably...

Student C: All of us, I think, have been to different countries before.

Student B: Yeah, and from a very young age.

Student C: Most of us, the people here, actually. I think we have all... I think in the first session, he said 'raise your hand if you are the first time in the UK' ... everyone I know here has almost, all spent some years abroad.

If you think about the intent of the module. I mean, about intercultural differences. I think that you could give the same lectures to like, 10 year old kids. You could say to them 'ok, what do you think people are in China?', or 'what are your approach about the punctuality' or, or, something. So I think I am not really getting something from it. I have already thought about that. I have already experienced it.

Student D: It should be more focused on skills, and proper skills that you can use.

Student C: I think careers and the opportunities that we have.

Student C: Of course people have different cultures and are different. I don't have to attend a lecture for that.

DD: So you think you don't need this element of the course then?

Student D: No, you do need it. But I think it needs to be more focused on erm, these guys getting a job. Not on culture. I mean, in the interview, they are not going to ask you 'what do you think of a culture.'

They all laugh.

Student D: Yeah, erm, the questions in this module with cultures is more on daily life. Instead, it could be about how people in different cultures make the decision to hire someone. Something more related to business.

DD: So you want it to be more related to jobs then?

All: yeah.

Student B: Ok, when I go to the restaurant in China, ok, it is not the same as in Western Nigeria or something, but yeah, I mean, I didn't really pay my teaching fees to learn that. I can learn it just by traveling, you know?

Student C: And the same about learning about writing. I think that is the same as what I learned about in high school already. So when you say 'what's your writing style? What's your reading style?', I think that if you don't know it yet, it's too late.

Student C: Yes, it's too late.

Student B: You should know it by now.

They all laugh.

Student D: That's why a lot of students here are so un-motivated.

Student C: Yeah.

Everyone just sits there, or they don't come on time. I think they think 'ok, we should come here because there is this attendance sheet' but really, they don't really want to be here.

Student D: Nobody wants to be here.

Student C: But really, I go to a lecture because I want to learn something.

Student A: Yeah, there doesn't seem to be a goal in it either. It seems to be 'let's talk about...'

Shrugs.

Student C: I think this is the lecture which takes the most of the time for the less efficiency... I don't know how to say it, 'value for...'

Others laugh.

Student D: Maybe if they did it on a different day, so that you didn't have to make an effort to come in. So you could concentrate on something else on your day off. I don't know, but it just seems to be a day of, you know, a bit of a mish mash to be honest. I still don't understand what it is about to be honest.

Student B: I think that the careers people were good.

Student C: I had a similar workshop in careers, but it was more focused. It was like, a day event, so there was like three specialist focuses in one semester. So, it was like a full day off from lectures, from like nine in the morning till six o'clock.

Student B: I would like that.

Student C: Yeah… And you were like involved into groups or games, so it was like more seminary, like.

Student D: That might be better.

Student C: I think they have some similar things in Organisational Business when they get all the people together.

Students A and B: Yeah/yes they do.

Student C: So I don't really think that we need, like, three hours every week. I think maybe if you can make it more concentrated, all at once.

Student B: Maybe just one block.

Student C: Also, what I think is good, is when we have to write down, like think about which employer we would like and then something about it.

Student D: Yeah. That was really good.

Student C: I think that was really good.

Student C and A: Yeah, yeah.

Student C: Because you were forced to do it and really think for the lecture, but then on the other side, it also really forces you to think about something that you really need.

Student A: I think it has more of a practical application. I think that's a good exercise.

Student B: It should be called something like 'advanced methods in employability, because now, in this country, actually, but saying that, in Germany, it's not too different, but in France, well, you don't have the same application processes. You have one step, or maybe two steps.

Student C: Yep.

Student B: In the UK, there is maybe like six, and when you get to the sixth, there may even be another two. But, it should be called 'advanced skills in employability' or 'psychometric tests in business.'

DD: Ok, so you have all said that the module should be more connected to employability, to jobs, finding a job. What about the assessment? Do you think that should involve reflection? Is it beneficial for you?

Student C: Do you know, I am writing so much stuff for this module. So much nice stuff, and I'm sorry, I shouldn't really say it, but a lot of it is 'bull shit and blah blah blan.' Even I

don’t believe what I am saying. I wouldn’t trust it. I am writing very nice sentences to have a good grade, but I don’t trust what I am saying.

Student B: I hope you are recording this.

You are not reflecting student C.

Student C: Yeah, I am reflecting and I am learning, but I think, I mean, I do the job, but I don’t trust in what I am doing.

Student B: I don’t think any reflection...

Student C: I do it for the purpose of the short term purpose of having a good grade and passing the topic, but not for the general purpose of improving myself.

DD: Is that just for this module or would you say the same for other modules as well?

Student C: Honestly, I would say more for this module than others.

Student B: The other modules are very, you know, like, everything in them is orientated towards employability.

Student A: Yeah.

Student B: Every single thing that we will learn, I mean we are putting together the IS systems and the demonstrations, it will all be really useful. This is just, erm, kind of ‘tick this.’

Shrugs.

Student A: It seems really too theoretical. There is nothing to apply it to. Most of us at this level can be asked, you know, through theory. I don’t know if that is really helpful, you know? Just writing something up.

Student B: If they had like a block section... - I think student E had a really good suggestion. If they had a block, attendance would probably be up. You know? People would probably participate more. When you are being asked to come, you know, once a week, everybody dreads it.

Silence - students sigh.

DD: Ok. Well, thank you all. It is really good of you to spend your time doing this.

Just to clarify; it seems as though you are not really enjoying the lectures? You prefer smaller groups, interaction, tasks, and things that are linked to employability? Is that the case?

Students A and C: Yeah.

Student C: But I mean, it is at this level. I mean, last year, it is not the same as teaching at primary school or high school or undergraduate.

Student B: I think it is a good idea, but not at masters level.

Student C: Yes.

Student A: I think I should also point out that we are not actually all from the same course even though we are following this module. I think that ISC students are looking for a more practical things. Whereas someone taking like HR might like more of the theory side of things.

Student D: That is a good point actually, yeah.

Student A: Yes.

Student C: If you want undergraduates, you really have to, if it is your first year at university, then you really need some theory, and like, learn how to do presentations, and the like. Not that but things that you didn't do before. After a certain level, I think that we all have some professional experience, I think, so we have already tested, a little bit, I think, the real world and business world. So...

Student B: Yeah, I think we are all kind of, a little bit older and, well, I am especially. And student C is 45.

All laugh.

So we are all quite old really.

All laugh.

Is it 42 or 45?

Student B: We will have to do something special for your 50th.

DD: Wow. Ok. Thank you. I think I will end it there. Thank you ever so much for your contributions.

Appendix H

Appendix I

Participation Information and Consent Form

Name of researcher: Debbie De

Please read the following information about the study. If you agree to participate in the study, please place a circle around your responses and sign and date the appropriate section below.

If you have any questions regarding the study or do not understand the information below, please ask or contact Debbie by:

email: xxxxxxxxxxx
telephone: xxxxxxxxxxx

Information about the study:

Title: A case study on student and teacher expectations, perceptions and perspectives investigating if and how module documents and communication within teaching and learning methods facilitate intercultural communication within the intercultural classroom within the context of Higher Education (HE) in the UK.

The purpose of this study is to increase understanding of the communication which takes place within the intercultural classroom within teaching and learning activities. By using this module of study as a case study, this research aims to investigate internationalisation in HE at policy, module document and classroom level. Findings are expected to challenge understanding of the concept of internationalisation within HE and the processes which it involves and may lead to modifications in existing, and/or developments in policy, module criterion/descriptions and methods of teaching within the intercultural classroom.

The study will involve lesson observations, semi-structured interviews with teaching staff and optional focus groups/group interviews with students participating on the module. Confidentiality will be provided to all participants as personal details will be anonymised through the use of pseudonyms. Participants also have the right to withdraw from the study at any stage of the research and there will be no consequences for doing so.

I have been provided with a written and/or verbal description of the study by the researcher.	Yes No
I understand that the study involves lesson observations, semi-structured interviews with teaching staff and focus groups with students.	Yes No
I understand that I am able to withdraw from the study at any stage during the duration of this module (academic year 2013/2014).	Yes No
I understand that my participation in this study is confidential and that my identity will be anonymised through the use of pseudonyms.	Yes No

I consent to participating in this study and have been given a copy of this consent form for my own information

Signature: Date

_____ _____

Print name:

_____

Appendix J

Participation Information and Consent Form

Name of researcher: Debbie De

Please read the following information about the study. If you agree to participate in the study, please place a circle around your responses and sign and date the appropriate section below.

If you have any questions regarding the study or do not understand the information below, please ask or contact Debbie by:

email: xxxxxxxxxxxxxx
telephone: xxxxxxxxxxx

Information about the study:

Title: A case study on student and teacher expectations, perceptions and perspectives investigating if and how module documents and communication within teaching and learning methods facilitate intercultural communication within the intercultural classroom within the context of Higher Education (HE) in the UK.

The purpose of this study is to increase understanding of the communication which takes place within the intercultural classroom within teaching and learning activities. By using this module of study as a case study, this research aims to investigate internationalisation in HE at policy, module document and classroom level. Findings are expected to challenge understanding of the concept of internationalisation within HE and the processes which it involves and may lead to modifications in existing, and/or developments in policy, module criterion/descriptions and methods of teaching within the intercultural classroom.

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I have been provided with a written and/or verbal description of the study by the researcher.	Yes No
I understand that the study involves lesson observations, semi-structured interviews with teaching staff and focus groups with students.	Yes No
I understand that my participation in this study is not connected to my success on the module.	Yes No
I understand that I am able to withdraw from the study at any stage during the duration of this module (academic year 2013/2014).	Yes No
I understand that my participation in this study is confidential and that my identity will be anonymised through the use of pseudonyms.	Yes No

I consent to participating in this study and have been given a copy of this consent form for my own information

Signature: Date

_____ _____

Print name:

_____